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ABSTRACT

Based on the comprehensive library self-study method developed by the Association of Research Libraries' (ARL) Office of Management Studies (OMS) and first used as the Management Review and Analysis Project (MRAP), this resource notebook presents surveys and diagnostic aids, OMS self-study reports, and ARL member library documents related to library staff development. It is noted that the items selected for the notebook represent examples of work done to analyze library problems, document existing conditions, describe programs, and work toward change. An introduction provides background information and a brief overview of current trends in staff development programs. The first section of documents consists of data-gathering instruments and descriptions of other approaches to collecting information. A second section presents comprehensive staff development program statements and descriptions of programs designed to fit particular needs. In the third section, documents that illustrate approaches to program change and design are included, and the final section provides three annotated resource lists on staff development. It is concluded that staff development is an important organizational priority for academic and research libraries, despite financial and time constraints. (ESR)

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resource notebook on staff development

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RESOURCE NOTEBOOK ON STAFF DEVELOPMENT

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PREFACE

The OMS Resource Notebooks series is intended to provide tools to assist academic and research libraries in gathering information, analyzing organizational problems, and planning changes in organization and operations. Three notebooks, covering the topics of staff development, organization, and planning, were published by the OMS in 1978. All were based on the comprehensive self-study method developed by the OMS and first used as the Management Review and Analysis Program (MRAP). This notebook is a revision of the first edition of the Staff Development Resource Notebook.

The notebooks include documents selected from several categories of material: surveys and diagnostic aids, OMS self-study reports, and ARL member libraries' documents. The documents selected for the notebook represent examples of work done to analyze library problems, document existing conditions, describe programs, and work toward change. Some are the final products of program development efforts. The materials are intended to serve as resource materials for libraries that wish to locate examples of existing efforts, redesign their programs, or solve organizational problems.

There are four sections in this notebook. An introduction provides background information and a brief overview of current trends in staff development programs. The first section of documents consists of data-gathering instruments and descriptions of other approaches to collecting information. A second section illustrates current comprehensive staff development programs and programs designed to fit particular needs. In the third section, documents that illustrate approaches to program change and design are included, and the final section consists of resources lists.

THE OMS SELF-STUDY METHODOLOGY

A basic assumption of the Office of Management Studies is that the examination of management concerns is best accomplished by using a systematic procedure that relates issues, problems, and results. Very often, difficulties in a particular area are dependant upon policies or practices removed from that area. Therefore, those who undertake to study a single problem need to be prepared to acquaint themselves with all possible relationships that exist among the organization's management functions.

This notebook does not contain a universal process for the study of staff development in academic and research libraries. However, the OMS can provide assistance to libraries that wish to undertake an assisted self-study of this and other library functions. With OMS consultant help, staff members can focus on issues and systematically examine policies, processes, and issues; develop recommendations for change; and implement study results. Working with library staff at the library and with the assistance of the designated staff development or personnel officer, consultants assist the study and implementation process. Further information on conducting a self-study is available from the office.

CONSULTATION FOR DEVELOPING IN-HOUSE PROGRAMS

In addition to self-studies, the OMS can assist libraries in developing in-house training programs. Consultative services include designing training programs, thus freeing library staff for operating training events and conducting other activities; providing materials appropriate for any special needs; adapting commercially available materials for libraries; and helping implement surveys, inventories, or other instruments. More information on consultant assistance is available from the office.

OMS TRAINING PROGRAMS

Since its inception, the OMS has had a strong program emphasis on staff development and meeting the training needs of all library staff members. Specializing in assisting Association of Research Libraries members to plan and execute programs for staff, the Office has developed a wide range of training activities, and provides consultant assistance for long-term or special needs.

The goals of OMS training programs include identifying training needs and providing programs and services to meet the needs. Programs are designed to help identify and develop library supervisory and managerial talent and to prepare staff to participate in and contribute to library programs and services. In OMS self-studies, developing human resources accompanies developing and improving library programs. In the training area, developing individuals' skills and abilities is the major goal. The primary assumption is that individual staff members are more effective within an organization after they have acquired relevant managerial knowledge and skills. In part, this is based on current theories of management that stress the importance of the link between the individual and the organization. But it also is well-grounded in the increasing need for a strong staff in service organizations.

Through Management Skills Institutes, Special Focus Workshops, and the Management Training Film Program, the office provides libraries with special training and developmental programs tailored to their particular needs. Such events may be conducted as single events, as part of a staff development program, in connection with an OMS self-study, in cooperation with nearby libraries, or as a series of workshops. The workshops and institutes are conducted by OMS staff and OMS consultant trainees, and may provide general management training or focus upon special topics such as stress management. supervisory skills, performance appraisal, or public services issues.

Management Skills Institutes are designed to benefit individuals with administrative responsibilities in research libraries, library staff members who have supervisory responsibilities, and persons who look forward to careers in academic and research library management. Participants are active partners in the learning process employed in MSI's. Structured exercises, case studies, selected readings, experiential sessions modeled on library operations and a specially prepared study guide are included.

During the three and one-half day institutes, library staff have the opportunity to identify skills needed to improve their performance as supervisors and managers, acquire an understanding of managerial concepts and practices, examine personal values and beliefs, determine the impact of these on the organization, and discover how to apply what they have learned to their daily work. Institutes are offered in various geographical areas three or four times per year.

For those who wish to expand their knowledge, and for senior level administrators and managers, there is a week-long Advanced Management Skills Institute which is offered on an annual basis. Topics covered at the advanced institute include executive leadership, planning and goal setting, building management teams, budgeting and financial planning, information requirements of executive decision-making and organizational diagnosis and change.

Special Focus Workshops are joint ventures between an individual library (or a group of libraries) and training program staff. They are intended to fulfill a specific training need by concentrating on a single topic. Often these are one- or two-day events aimed at the middle management of a library. Special Focus workshops have covered such topics as supervisory skills, group decision-making, communication skills, stress management, and public services.

Management Training Film Program. The film program is offered on a subscription basis to libraries that wish to obtain specially chosen films on management-related topics with accompanying training materials. Each training materials package is designed by the OMS especially to fit the film and the issues that can be discussed after a group views it. Although the films are not necessarily library-related, the training package translates the concepts introduced in each film to the library setting and makes suggestions for discussions.

RESOURCE NOTEBOOK ON STAFF DEVELOPMENT

INTRODUCTION

Staff development is based on the belief that individual learning and growth are important keys to strengthening an organization. Staff development programs encourage and guide personnel in acquiring skills and knowledge that relate to library needs.[1] Recently, such programs have become more necessary due to changes in user needs, technology, and staffing patterns. The staff plays the major role in meeting increasingly varied requests from library users and in implementing new technology to improve library functions and services. To do this well, staff members must update their skills and enhance their understanding of the types of organizational changes libraries are experiencing. Staff development programs can help accomplish these goals within the existing situation and with existing staff. Thus, even though such programs are more apt to yield results over time rather than immediately, they can help reduce the need for new personnel by building on existing staff skills.

Staff development differs from continuing education, which is defined as lifelong personal and professional development. An individual usually plans his or her own continuing education activities, which may or may not be related to current work responsibilities. In contrast, the primary objective of staff development is to support the achievement of organizational goals through human resources development. Staff development programs aim at improving the performance of both individual and organization. The program activities focus on the staff component, but they are closely coordinated with organizational goals and current needs.[2]

To achieve success, a staff development program requires the support of the top library administration and line supervisors. It also must be compatible with the organization's goals, and it must be defined and budgeted as a part of the library program. In addition, the library's employment policies and practices and existing personnel work should be taken into account when instituting or assessing a staff development program.

Whether or not a formal staff development program exists, all libraries conduct training activities. Where administrators do not view training as an opportunity to improve the organization as a whole, such training usually includes routine on-the-job instruction and sometimes special events. However, in a coordinated staff development program, both initial training and in-service development are viewed as ways to achieve better quality service, improved morale, and increased organizational flexibility. The program is designed with these goals in mind, and each element is carefully articulated and planned to further work toward the goals. Insofar as it is intended to be comprehensive, the program includes efforts to reach all staff members: a central tenet of staff development is that everyone in the organization is a candidate for such opportunities.

STAFF DEVELOPMENT ACTIVITIES

Training and staff development activities include orientation for new staff, on-the-job training programs, workshops, conferences, training institutes, and university course work. No single type of activity or method dominates. However, the overall program should be coordinated and based on careful needs assessment and planning to meet specific goals. Each activity should focus on meeting particular needs such as increasing knowledge or skills, or influencing attitudes and behavior. Some specific applications of the concept of staff development to particular types of activities are as follows:

Job descriptions and interviewing. Staff development begins even before a new staff member is hired.[3] In writing job descriptions and interviewing candidates, personnel officers and staff development specialists evaluate the competencies required for any job, identify those that can be learned on the job, and add other desirable traits. Listing competencies normally learned on the job can provide the basis of a training agenda.

During the interview, an individual's aspirations and learning interests may be assessed in terms of both particular jobs and future mobility. Interviewers also may give candidates an idea of what developmental opportunities exist, and what kinds of promotions and job changes may be expected. A major reason for providing such information is to assure that new staff begin and carry out their duties without surprises or disappointments.

Orientation. In most cases, the supervisor assumes responsibility for acquainting the new employee with the department. Orientation to the library as a whole may come from the supervisor or administrative staff. In some libraries, staff committees have prepared orientation programs for new employees and have developed manuals or handbooks. Some libraries include audio-visual presentations featuring points of interest and persons in the organization. Others have instituted tours, presentations on major departments or services by staff from those areas, or meetings with the director and/or other key staff members.

Training. On-the-job training is nearly always provided by a new employee's supervisor and/or co-workers. Both employee and supervisor recognize the need for initial training sessions and feedback on performance, whether or not they perceive it as part of a developmental process. However, in the context of staff development, training receives additional emphasis. Instead of viewing training as a necessary preliminary to doing a job, staff development officers stress its importance in shaping an employee's view of the organization and his or her future role in the unit. Supervisors are urged to recognize training and time spent with new persons in particular as an important part of their own responsibilities.

In many cases, library staff manuals provide basic information on specific jobs and department routines. An increasing number of supervisors recognize the importance of skills training by co-workers or staff in other library or campus departments, and the need to monitor the process. Providing information on how the particular job relates to others in the unit, department and library, and how it contributes to library and unit goals and objectives is also a key element. Another is soliciting new trainees' opinions on the training process so that improvements can be made.

Some libraries have conducted class sessions to teach routines and procedures to groups of staff members, with exceptions left to be addressed in specific situations. Other libraries have used self-instructional materials for training purposes. Creth urges personnel and staff development officers to search for materials produced by other libraries for training purposes, or commercially-produced items that may replace part of the traditional one-on-one, labor-intensive training effort.[4]

Most recently, new training programs have emphasized acquiring technical skills. The introduction of online computer systems has provided major impetus for this training. However, changes in accepted standards and conventions also require substantial re-education for staff. The introduction of AACR-2, for example, has been the topic of many in-house training sessions, as well as conference discussions, institutes, and workshops on the regional and national levels.

Personal/Professional Development. Library policies on activities relating to personal and professional development are to some extent tied to the policies of the parent institution. For example, faculty status usually implies extension of sabbatical, research, or other leave privileges. Attendance at conferences and other meetings, tuition for workshops and institutes, and expenditures for other library-related developmental activities are regularly supported for professionals by many libraries, but only occasionally for the nonprofessional staff.

Within the normal definition of staff development, developmental activities become important when new conceptual knowledge or general technical training is essential for effective performance. Management training and programs that focus on subjects such as automation or evaluation techniques are examples of developmental activities that libraries have used to help improve staff performance.

Performance Appraisal. Two major forces influencing the adoption of more elaborate performance appraisal techniques are an increased interest in accountability on the part of many institutions, and the adoption of faculty peer review for promotion and tenure decisions. Both frequently require more elaborate documentation and increased monitoring of staff progress. In addition to such requirements, performance appraisal as a staff development technique stresses goal-setting, communicating interests, concerns and aspirations, and measuring progress. In the past, most evaluation efforts related primarily to promotion and salary increases. Developmental performance appraisal adds an emphasis on the future by focusing on the strengths and potential of each employee, and including planning for future efforts.[5]

ORGANIZATION AND ADMINISTRATION

In some cases, libraries have made a visible commitment to staff development by investing in a staff officer whose primary responsibility is to assess staff development and training needs and to design or identify activities to meet the needs. Others have chosen to use consultants and outside trainers. In most libraries the responsibility for staff development activities rests with the personnel librarian. The duties that relate to staff development functions are identifying needs, planning, implementing and coordinating library-wide activities, establishing policy and procedures, and formulating evaluation methods. Other related requirements include assisting supervisors to develop orientation and training programs, developing in-house training materials, and locating outside resources relevant to the library's staff development needs.

Although it is clearly most desirable to establish staff development as an ongoing program with the guidance of a staff development specialist, relatively few libraries feel able to afford an elaborate program or the services of a specialist. Many institutions distribute the responsibilities by asking several individuals to assist the personnel librarian, or by establishing staff committees to aid in training, developing programs, and isssuing publicity. A significant finding of needs assessment surveys is that many existing opportunities are not given adequate publicity. Committees can make a valuable contribution by compiling and maintaining lists of program opportunities, sponsoring agencies and contact persons.

CURRENT TRENDS

Probably the most important recent change in staff development activities is an increasing specialization. In place of comprehensive events designed to appeal to as many individuals as possible, staff development activities now fall into discrete categories, such as orientation, technical training, management training and improvement programs, human relations concerns, and topical sessions. For the most part, this new specialization is due to changing technical needs, attempts to cope with rapid change in organizations, and the increasing realization that human resource development is important to organizational success. Because the field of training and development has expanded, more material is available to enrich libraries' staff development activities for both individuals and groups.

Although the focus continues to be on providing opportunities for professional librarians, supervisors and upper level support staff, an increasing number of training events benefit staff at all levels, and many are designed specifically for support staff. Technical or process-oriented topics still predominate in sessions for support staff members. However, subjects such as stress management, improving relations with users, dealing with the problem patron, and managing conflict may apply to staff members at all levels. Management and supervisory training, planning and decision-making and coping with organizational change normally are planned for staff in middle and upper management positions.

The development of specialized programs for different categories and levels of staff makes it difficult for a single library to support a program that includes all types of events. The major challenge in staff development today is to provide sufficient programming with the available resources. Staff development coordinators are, in many cases, working to develop their own skills as trainers, using the services of institutional personnel offices, carefully assigning priorities to desired training, and sharing information with their counterparts in other libraries. One encouraging development is the effort to increase inter-institutional cooperation in planning and funding staff training. A second is the involvement of more staff in planning and conducting training activities.

In the past, training programs frequently focused on improving productivity or the quality of current performance. These focuses represent an essentially static view of human resource use. More recently, staff development specialists have stressed the need to define training and educational needs for each individual as part of an ongoing process of individual and organizational assessment. In some libraries, this assessment has extended to defining career ladders and providing training to improve employee skills for assuming greater responsibilities. Individuals are viewed as progressing through stages of career development. Staff development is based on a dynamic, rather than a static view of organization and human development.

One example of this view of individual development is the trend toward job exchanges. The idea that an individual may increase his or her potential through diversifying knowledge and experience is not a new one; however, the means of supplying alternatives as "try-out" options has not been widely available. The intent of exchange programs is not necessarily to determine a change in work assignments. Rather, staff development specialists hope to encourage flexibility and provide stimulation for individuals who enjoy a change of pace and an opportunity to broaden their knowledge of library operations.

Although exchange programs and training are becoming more common, nothing in the professional literature directly connects staff development to another important concern: redesigning work systems. Articles on the quality of work life ("QWL") recently have appeared in library journals, and one recent monograph discusses planning for job redesign and organizational changes.[6] This conceptual framework for change stresses autonomy, self-regulation, and discretionary decision-making. The implicit criticism of staff development is that despite links with participative management, it does not contribute to revision of traditional managerial-employee relationships.[7] The further evolution of such perspectives on the staff development programs that evolved during the past decade is worth watching.

ANALYZING STAFF DEVELOPMENT

Libraries that wish to assess their current staff development efforts and improve their programs can benefit from studying the current situation of the library, the personnel program, and recent literature on the topic. The purposes of staff development are well defined in materials in this notebook and in books and articles listed in the bibliography. The library's operational needs should be assessed in conjunction with the content of current programs and the type of formal organizational support available for training and development. The outlook for future activities in terms of the library's long-range plans and expected support levels is another important area for evaluation.

The approach described here is essentially a "zero-base" approach to program development that may also be used to improve or expand a staff development function. The first step is to review the attitudinal framework for development programs. This requires specifying the administration's concept of the value of staff training and the respective roles of the organization and the individual for pursuing development.

The second step is to determine the training needs implied by operations and both current and long-term programs. This involves examining available staff skills, interests, experience, and developmental activities in the context of present and future library needs for particular skills--whether they are technical, human-relations oriented, or administrative and financial. This kind of review normally involves assessing three levels of needs: organizational, departmental or unit, and individual.

Next, a description of current staff training programs and opportunities can be prepared. The description should include information on the nature, scope, content, and results of current training activities such as employee orientation, university training programs and policies, and opportunities for staff to advance to new levels of responsiblity. Comparing current efforts with existing program goals and objectives statements will help to determine whether current programming is directed toward achieving current goals.

Finally, it is essential to ascertain the level of formal organizational support for staff development. Such an assessment includes determining the proportion of budgeted funding allocated to facilities and personnel for staff development activities, the operating costs of current formal staff development activities, and the relative success of current efforts. It may also involve estimating future resources and evolving alternative proposals for programs that would require varying levels of support.

These evaluative and cost-related documents are the most difficult to formulate. While it is reasonable to ask what might be the cost of not developing staff, the answer is not easily specified. The lasting value of staff development efforts may be difficult, if not impossible, to determine. The factors of morale and longevity, for example, are hard to assess in the absence of retrospective information. Therefore, the administrator's quandary is that it becomes necessary to argue for a program without documentation of its value. It is as important to justify the program within the library as it is to make the central administration aware of the needs. Inevitably, the issue of staff development time versus production time is raised, and this question has been subject to energetic debate. Those who perceive production as the primary responsibility frequently are concerned about the amount of time consumed by staff activity that does not directly contribute to increased productivity.

CONCLUSION

Despite financial and time constraints, staff development is an important topic for academic and research libraries. A 1979 survey of over 1000 libraries in colleges and universities found that 17% of 388 respondents have a formal staff development policy. Not surprisingly, more university libraries than libraries in four-year institutions have such policies (21% as compared to 13%). Nearly three-fifths of the libraries (59%) always give professionals time off to attend conferences, meetings and workshops; and 73% of the institutions pay at least partial costs for these activities. It is encouraging that 73% of the respondents provide some opportunities for nonprofessional staff as well.[8]

An important result of the systematic study of staff development issues, such as that pursued under the OMS Management Review and Analysis Program (MRAP), has been to legitimate the concept as a library organizational priority. Only with formal acknowledgment can staff development programs achieve an important goal--recognition in the library budget. Budgeted funding for the staff development function is the required tangible commitment to a defined level of activity. If informal efforts are to be continued, ongoing assistance and a library commitment to training and development activities are required.

FOOTNOTES

1. See Barbara Conroy, Human Resources Development for Library Personnel: A Manual for Programs of Staff Development and Continuing Education, Littleton, Colo., Libraries Unlimited, 1977.

2. For a discussion, see Sheila Creth, "Staff Development and Continuing Education," in Sheila Creth and Frederick Duda, eds., Personnel Administration in Libraries, New York, Neal-Schuman, 1981, pp. 217-218.

3. Creth, op. cit., pp. 193-194.

4. Creth, op. cit., p. 194. See also David R. Dowell, "The Role of the Supervisor in Training and Developing Staff," pp.57-68 in Rolland E. Stevens., ed., Supervision of Employees in Libraries, 24th Allerton Park Institute, 1978, Urbana-Champaign, Graudate School of Library Science, University of Illinois, 1979.

5. Dimity S. Berkner. "Library Staff Development Through Performance Appraisal." College & Research Libraries 40 (July 1979) 335-344.

6. Charles R. Martell, Jr. The Client-Centered Academic Library: An Organizational Model. Westport, CT, Greenwood Press, 1983. See also the selected bibliography in section IV of this notebook.

7. Martel, op. cit., p. 62-63.

8. Van Zant, Nancy Patton. Personnel Policies in Libraries. New York, Neal-Schuman Publishers Inc., 1980, pp. xxvi-xxix. Percentages calculated from academic library respondents, tables 17, 18, 19, 21. Number of respondents to each question varies: table 17: 414; table 18: 415; table 19: 412; table 21: 388.

SECTION I

GATHERING INFORMATION

Any library that is formulating a staff development program or examining an existing program requires information for making program decisions, or as a base for ongoing program development. For a comprehensive program, the following data usually are most useful:

(1) Information on current organizational efforts to develop staff.

(2) Information on current and projected training needs of library departments and units.

(3) Information on staff members' individuals efforts to develop skills--both independent efforts and opportunities provided by the library and/or the parent institution.

(4) Perceptions of the climate in which staff development efforts must take place; that is, how staff development is viewed by the library administration and by staff members.

During this initial data-gathering phase, it is wise to define staff development broadly in order to obtain as much information as possible. Any material that relates to staff development as a process during which staff are encouraged and guided in their efforts to expand skills and capabilities on a continuing basis may be useful. Activities that range from on-the-job training, interviewing, and performance appraisal to travel to national meetings and training sessions can be included. Previous efforts, regardless of the degree of success achieved, can be reviewed and appraised.

Program needs can be assessed through inventories, questionnaires, or interviews. Administrative staff should be a target group for this effort. A survey or interviews with line supervisors may be helpful to determine their perceptions of the adequacy of current programs and their projected needs. However, a survey of staff members may also be useful in designating training needs, and a survey of unit and departmental programs and job descriptions may be appropriate. Surveys may include any or all of the following:

(1) Comparing job descriptions with staff skills and performance records.

(2) Identifying operational problems or innovations that have training implications.

(3) Analyzing long-range plans to determine the impact of projected developments on staffing requirements.

Collecting information on individual staff efforts is best accomplished by questionnaires directed to all staff, or to staff within target units. Frequently such questionnaires comprise a general inventory of staff experience, background, and interests as well as participation in past development programs. Data obtained from such surveys can be useful for purposes other than staff development, such as staff utilization studies and personnel file additions.

The climate of staff development efforts is determined by how staff and administrative personnel have experienced staff development in the past, and their responses to the programs. Both interviews and questionnaires may provide such information. Open-ended questions can be particularly valuable for obtaining this information, providing that they are carefully worded to encourage both positive and negative responses. The "image" of current and past programs should be taken into account in developing future efforts.

This section contains examples of data-gathering techniques that may provide suggestions for strategies for collecting information that are tailored to the local situation. Experience shows that each library will need to experiment with its own tools for gathering information.

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES
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OUTLINE FOR DETERMINING THE INFORMATION NEEDS FOR A STAFF DEVELOPMENT STUDY

1. Purposes of staff development programs

The philosophical framework for present organizational efforts (or lack of efforts) in this area should be documented. Questions to be asked include:

--What is the management philosophy in regard to the concept of staff development (e.g., individual or organizational responsibility).

--What are the goals and objectives of the staff development program?

--How are personal needs and goals reconciled with those of the institution in staff development programs?

--What is done to encourage staff members who have potential, but little motivation?

2. Library training and development needs

The operational and individual requirements in this area should be developed and described.

--Operational requirements, program needs, etc.

--Professional staff needs

--Support staff needs

--Personal goals

3. Content of training activities and development programs

Information is needed on the nature of training programs to develop or upgrade skills required to perform defined job responsibilities.

--Does the library have an orientation or training program for new staff? If so, what is the nature of the program?

--Does the university conduct training courses for staff?

--Does the library have supervisory and/or executive development programs?

--What opportunities are offered by the library for staff to secure additional expertise and special experience? What motivation is provided?

--What opportunities are offered by the university for participation in degree, certificate, or other programs? Of special interest are programs that support upward mobility such as a move from non-professional to professional status.

4. Formal organizational support

--What facilities and staff are assigned to staff development programming?

--What percentage of the budget is allocated for staff development?

--What planning efforts have been undertaken?

--What mechanisms are there for periodically evaluating staff development programs?

Adapted from Duane E. Webster, Library Management Review and Analysis Program: A Handbook for Guiding Change and Improvement in Research Library Management. Manual. Washington, D.C., Association of Research Libraries, 1973.

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

STAFF DEVELOPMENT PROGRAM ACTIVITY INVENTORY

Instructions: Review the following list of library staff development program activities and indicate whether the library currently operates each type of activity.

If the answer is yes, the description should contain answers to such questions as:

1. Is the program formal or informal?
2. Who has responsibility for the program?
3. Is the responsibility formally assigned?
4. What are the principal elements of the program?

STAFF DEVELOPMENT ACTIVITY INVENTORY

Activity	Currently operating? Yes	No	Brief Description
1. New staff orientation			
2. Training in new technology			
3. Training for new programs			
4. Library skills training			
5. Departmental tours			
6. Intern Programs			
7. Tuition remission for courses/degree programs			
8. Support for attending conferences, meetings, etc.			
9. Leaves of absence for research, study			
10. Staff exchange program with other libraries			
11. Staff rotation program			
12. University training programs			
13. Career counseling			
14. Other (specify)			

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TRAINING NEEDS INVENTORY OUTLINE

This annual inventory is intended for unit supervisors. It can be sent out with a note to the effect that the purpose is to help determine the training requirements for the unit for the coming year. An additional survey can be conducted by asking all staff members to answer questions in sections 1-3)

1. Identify the major changes expected to occur in your unit during the next year. Of particular interest are reorganization of the unit, changes in staffing requirements, introduction of new technology or equipment, and the introduction of new services and/or new functions.

2. In view of these changes, what kinds of training programs do you think are most needed? (Please check all that apply)

    Technical training

    Supervisory skills training

    Time management training

    Foreign language instruction

    Library skills (filing, searching, etc.)

    Human relations skills

    Personnel policies training (handling grievances, affirmative action, etc.

    Other (please specify)

3. What current training programs need to be continued next year to meet your unit's needs?

4. For you as unit supervisor, what training programs could be offered to help you do your work more effectively?

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INVESTIGATING STAFF DEVELOPMENT PROGRAMS

INTERVIEW GUIDES

The four interview guides reprinted here come from Duane E. Webster, Library Management Review and Analysis Program: A Handbook for Guiding Change and Improvement in Research Library Management. Manual. Washington, D.C., Association of Reserch Libraries, 1973. The guides deal with the following topics:

--Assessing current staff development activities

--Involvement of staff in staff development programs

--The library's approach to staff development

--Relationship of the staff development program to other library programs

INTERVIEW GUIDE FOR ASSESSING CURRENT STAFF DEVELOPMENT ACTIVITIES OF THE LIBRARY

QUESTIONS	COMMENTS
How successfully have the library's development efforts met the staffing needs of the various units?	
Could the library staff's morale level be improved by a different development approach?	
Are there individual career plans developed by the professional staff that identify personal interest and goals? Are career opportunities available in broad areas dealing with subject specialization, operations, and administration?	

QUESTIONS	COMMENTS
Is individual growth in subject and professional expertise as well as in administrative skills recognized and rewards provided? Are comparable salary advancement opportunities available for non-administrative positions?	
Are the staff encouraged to attend workshops, institutes, and other educational programs at the expense of the university? Are the staff attending these programs required to report on the experience in some form?	
Is a record of training and educational achievement kept in the personnel file of each employee?	

INTERVIEW GUIDE TO DETERMINE THE INVOLVEMENT OF STAFF IN STAFF DEVELOPMENT PROGRAMS

QUESTIONS	COMMENTS
What percentage of the staff are involved in some aspect of the staff development efforts?	
What incentives are present for supervisors to encourage staff to participate in development activities? Individual incentives available?	
What incentives operate to encourage individuals to participate in staff development activities? What are the major policies and practices regarding participation?	
How do key administrative staff view developmental activities? Is staff development regarded as a top management responsibility?	

QUESTIONS	COMMENTS
Are library staff members involved (viz., through committees, and working groups) in the formulation, evaluation and operation of staff development programs?	
Do supervisors in the organizational units involved contribute to the design and approval of staff development plans?	

INTERVIEW GUIDE TO DETERMINE THE LIBRARY'S APPROACH TO STAFF DEVELOPMENT

QUESTIONS	COMMENTS
Do plans for staff development exist for all categories of library staff? Are these plans documented and known to the staff?	
Does a distinctive plan of staff development exist for each staff category matched to the requirements of that category?	
Does each plan consider staff training and educational activities by reviewing: objectives of program, alternative methods of training and evaluation of results?	
Are development activities related to other personnel policies and practices?	

INTERVIEW GUIDE TO DETERMINE THE RELATIONSHIP OF THE LIBRARY STAFF DEVELOPMENT PROGRAM TO THE OPERATION OF OTHER LIBRARY PROGRAMS

QUESTIONS	COMMENTS
Is there a staff development program? Are the purposes clearly stated?	
What are the training needs of the library? How does the staff development program meet these needs?	
How does the management philosophy of the library affect the staff development effort?	
How does the library's staff development approach relate to other plans, particularly staffing plans and projected manpower needs? Are the manpower plans of the library used as a basis for designing training activities?	

QUESTIONS	COMMENTS
Are staff development programs evaluated periodically in cost/benefit terms?	

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

SAMPLE QUESTIONS FOR STAFF DEVELOPMENT SURVEYS

Listed below are sample questions adapted from documents in the Systems and Procedures Exchange Center Files. The questions are meant to assist those who wish to develop their own survey questionnaires on staff development and are intended to be used for information gathering basic to planning staff development programs. The main emphasis is on current training activities and on past practices.

Name (optional)________________________

Section of the library in which you work: (such as Reference, Serials, Circulation):__________________________

Category in which your job falls:
__________Administrator
__________Department, division or section head
__________Librarian
__________Library associate or assistant
__________Clerk
__________Other (please describe)

Do you have supervisory responsibilities?

_______Yes
_______No

How long have you worked at the library? (either part-time or full-time)

__________Less than 1 year
__________1-3 years
__________4 or more years

Have you had more than one job in the library?

_______Yes
_______No

Were you promoted into your present job?

_______Yes
_______No

When you first came to the library, did you participate in an orientation program for new employees?

_______Yes
_______No

Was this program adequate for your needs as a staff member?

_______Yes
_______No

Do you have any suggestions for improving the orientation program? If so, please write them in the space below.

When you assumed your present position, did you receive any training to help you meet the responsibilities of your new position?

_______Yes
_______No

If you did receive training, what kind of training was it, and how long did the training period last?

Was the training adequate to meet your needs?

_______Yes
_______No

Do you have any suggestions for improving training for your position? If so, please write them in the space below

Does your current job require on-the-job training to keep up with developments that affect your work?

_______Yes
_______No

What kind of current on-the-job training are you receiving?

Do you have any suggestions for improving on-the-job training?

Have you participated in any library-sponsored workshops, lectures or in-service training sessions during the past year?

_______Yes
_______No

If yes, please indicate which activities:

Do you feel that these activities were helpful in meeting your need for training?

_______Yes
_______No
_______Some yes, some no

If the activities were not helpful, please write below the reasons, and add your suggestions for improving these programs

Were training sessions held that might have been useful to you, but you were unable to attend?

_______Yes
_______No

If yes, why were you not able to attend?

Have you participated in conferences, seminars, workshops or lectures held outside the library during the past year which were directly related to your job?

_______Yes
_______No

If yes, do you feel that attending these outside programs was worthwhile in helping you meet the needs of your position?

_______Yes
_______No

Were you given released time from your job to attend?

_______Yes
_______No

Can you think of any kind of training or outside program not currently offered that would help you improve your job performance?

_______Yes
_______No

If so, describe the program in the space below:

JAR
5/83

UNIVERSITY OF TENNESSEE/KNOXVILLE 4/80

UTK Library
Staff Development
Needs Assessment Survey Questionnaire

The Staff Development Advisory Committee is seeking information from all full-time library staff to assist in planning staff development activities. This questionnaire is based on the following definition.

Staff Development as defined by this committee includes:

1. Opportunities to expand library skills and knowledge in order to improve work performance and to increase understanding of library functions
2. Opportunities that enable staff to improve skills not necessarily related to their present positions
3. Programs presented in a variety of formats including series of courses, lectures, seminars, tours or other group activities, films, etc.
4. Programs to be attended by full-time staff at their request and the discretion of the department head, assuming that commitments of the department are met
5. Programs to be attended by student employees on their own time if their attendance does not displace a full-time staff member

Do you concur with this definition? Yes___ No___ No Opinion ___

Comments:

The Staff Development Advisory Committee recognizes the existence of many opportunities that can be considered developmental for staff, for example: travel opportunities; committees; various departmental, heads, and faculty meetings; educational assistance offered by the University; performance evaluations; orientation programs; library and university publications and other opportunities. This questionnaire and the future plan growing from the information gathered are concerned with additional staff development opportunities that may be beneficial to the library and the employee.

I. Please check all that apply to your position:

Branch Library ____
Public Services ____
Technical Services ____
Administrative Services ____
Library Faculty ____
Support Staff ____
Dept. Head ____
Supervisory (over full-time staff) ____
Non-supervisory ____

Length of employment in present position:

Less than 1 year ____
1 - 3 years ____
3 - 5 years ____
5 - 10 years ____
More than 10 years ____

- over -

II. Possible staff development programs.

The Staff Development Advisory Committee has identified a number of staff development topics that may be of interest. The length of time suggested for the various types of activities are rough estimates and are subject to change as programs are planned. The committee wants to know the number of people interested in a particular program as well as the level of interest. This list is by no means exhaustive so we welcome comments and suggestions for other programs.

INSTRUCTIONS:

1. Circle your interest level or check the No Opinion column for each program.
2. If you are not interested in a program for yourself or others, circle zero for No Interest.
3. If you are neither interested nor disinterested in a program, check the No Opinion column.

EXAMPLES:

	Interest Level (Circle)				No Opinion (Check)
	No Interest	Low	Moderate	High	
A. Information session on bookworms	0	1	[✓ 2]	3	___
B. Training session in sky diving	[✓ 0]	1	2	3	___
C. Training session in knot-tying	0	1	2	3	✓

	Interest Level (Circle)				No Opinion (Check)
	No Interest	Low	Moderate	High	
1. Library Tours					
a. Tours of UTK Library branches and depts.	0	1	2	3	___
b. Tours of other local libraries	0	1	2	3	___

Comments:

2. Training sessions (1-8 hrs.) sponsored by UTK Personnel Office, i. e.					
a. Telephone etiquette	0	1	2	3	___
b. Cardio-Pulmonary Resuscitation training (CPR)	0	1	2	3	___
c. Personnel policies	0	1	2	3	___

	Interest Level (Circle)				No Opinion (Check)
	No Interest	Low	Moderate	High	
2. Continued					
d. Management of time	0	1	2	3	____
e. Others (please specify)					
____________________	0	1	2	3	____
____________________	0	1	2	3	____
____________________	0	1	2	3	____
Comments:					
3. Training sessions (1-8 hrs.) offered by UTK Library Staff, i.e.					
a. Library terminology	0	1	2	3	____
b. Using common bibliographic tools	0	1	2	3	____
c. Circulation policies and procedures	0	1	2	3	____
d. Interlibrary loan	0	1	2	3	____
e. Introduction/Review of basic reference tools	0	1	2	3	____
f. Filing rules/use of card catalog	0	1	2	3	____
g. Acquisitions process	0	1	2	3	____
h. OCLC Training Tapes	0	1	2	3	____
i. Basics of automation	0	1	2	3	____
j. Government publications	0	1	2	3	____
k. Library finance	0	1	2	3	____
Comments:					
4. Information sessions (1-2 hrs.) presented by UTK Administrative Staff on:					
a. Payroll	0	1	2	3	____
b. College work study	0	1	2	3	____
c. Student personnel procedures	0	1	2	3	____
d. UTK and Systems Administrative operations	0	1	2	3	____
e. Insurance	0	1	2	3	____
f. Safety and Security programs	0	1	2	3	____
Comments:					

- over -

	Interest Level (Circle)				No Opini (Check,
	No Interest	Low	Moderate	High	
5. Seminars or workshops (3-18 hrs.) presented by specialists on:					
a. Assertiveness training	0	1	2	3	
b. Communication skills	0	1	2	3	
c. Management by objectives	0	1	2	3	
d. Collective bargaining	0	1	2	3	
e. Copyright law	0	1	2	3	
f. Leadership	0	1	2	3	
g. Performance evaluation	0	1	2	3	
h. Management skills	0	1	2	3	
i. Public relations	0	1	2	3	

Comments:

	No Interest	Low	Moderate	High	No Opini (Check,
6. Are you interested in job rotation opportunities					
a. Only within your own department	0	1	2	3	
b. Between departments with related activities	0	1	2	3	
c. Between any library departments	0	1	2	3	

Comments:

III. Please answer all questions. Comments are welcome.

	No Interest	Low	Moderate	High	No Opini (Check,
A. Are you interested in attending staff development activities?	0	1	2	3	

Comments:

	No Interest	Low	Moderate	High	No Opini (Check,
B. Would you like to have staff development opportunities:					
1. To aid you in present position	0	1	2	3	
2. To aid you in meeting requirements for other positions	0	1	2	3	
3. Other:	0	1	2	3	

Comments:

	Interest Level (Circle)				No Opinion (Check)
	No Interest	Low	Moderate	High	
C.					
1. Are you willing to spend your own time on staff development?	0	1	2	3	_____
2. Your own money? Please specify maximum amount __________ per session, __________ per year.	0	1	2	3	_____

Comments:

D.

1. Do you feel your workload allows you to pursue a staff development program? Yes ___ No ___ (If you answer no, skip to E.)

Comments:

2. If you do, how much time per week do you feel you can devote to additional staff development opportunities as described in Part II without interferring with your work responsibilities:

1-2 hrs.___ 3-4 hrs.___ 5-6 hrs.___ More ___

Comments:

E. What kind of staff development programs would be appropriate for library supervisors? (This is not limited to management training.)

FOR DEPARTMENT HEADS AND SUPERVISORS ONLY

F. What kind of staff development program would you like to see for your employees?

G. Do you feel the workload of your department allows time for your staff to pursue a staff development program? Yes ___ No ___

General Comments:

Return questionnaire to Lea Wells, 103 Main Library, by ____________________.

H.L.W.
P.L.O.

Rev. 4/10/80

Houston Area Research Library Consortium

HARLiC Staff Development Policy

Staff development is a purposeful and coordinated effort to assure that personnel are motivated, productive, and skilled in their required tasks and job assignments. A goal of staff development is to increase these skills and abilities, resulting in the growth and development of the individual and the organization. HARLiC recognizes the benefits to be gained from staff development programs and supports the combined and individual staff development activities of the member institutions.

Through the establishment of the Staff Development Committee, HARLiC accepts a prominent role in providing relevant staff development activities for meeting institutional and individual needs and interests. Such activities will be funded through registration fees, outside sources (e.g. grants, gifts), and/or the consortium. All levels and categories of staff are considered for participation in these staff development activities based on the appropriateness and the requirements of the individual libraries.

The Staff Development Committee will be responsible for identifying, planning, coordinating, implementing, and evaluating activities. The Committee will also be responsible for funding recommendations, realizing the Board may be called on for financial support. Library directors, administrators, and supervisors are responsible for encouraging staff to participate in both HARLiC and in-house training and development activities which are consistent and appropriate to job requirements. Member libraries' in-house activities will be open to employees of HARLiC libraries, within the constraints (e.g. timing, space) of the host library. Library staff have the responsibility for their own growth and development and should be open and responsive to participation in training and development activities.

11/81

HARLiC STAFF DEVELOPMENT COMMITTEE

NEEDS ASSESSMENT SURVEY QUESTIONNAIRE

The HARLiC Staff Development Committee is seeking information from HARLiC library staff members to assist in planning staff development activities. Your input will be valuable in assessing the topics you want and need to improve your performance. Please complete and return this questionnaire by ______________________________ to ______________________________. Thank you.

This questionnaire is based on the following definition of Staff Development, to include:

1. Opportunities to expand library skills and knowledge in order to improve work performance and to increase understanding of library functions.

2. Opportunities that enable staff to improve skills not necessarily related to their present positions.

3. Programs presented in a variety of formats including series of courses, lectures, seminars, tours or other group activities, films, etc.

4. Programs to be attended by staff at their request and the discretion of the department head, assuming that commitments of the department are met.

5. Programs to be attended by student employees on their own time if their attendance does not displace a regular staff member.

Do you concur with this definition? Yes _____ No ______ No Opinion ______

Comments:

I. *Please check all that apply to your position:*

Public library
  branch ________
  central ________

Academic ________
Medical ________

Length of employment in present position:

Less than 1 year ________
1-3 years ________
4-5 years ________
6-10 years ________
More than 10 years ________

Administration ____________
Technical Services ____________
Public Services ____________
Other ____________

Librarian ____________
Support Staff ____________

Unit head (head of main department or branch) ____________
Supervisory ____________
Nonsupervisory ____________

Full-time ____________
Part-time ____________

1. Would you like staff development activities:
    ______ a. to aid you in present position
    ______ b. to aid in meeting requirements for other positions
    ______ c. other (specify)______________________________

2. Could your initial on-the-job training have been improved? (On-the-job training includes your orientation to the library and your department, and initial job training by your supervisor or co-workers.)

    _____ Yes   _____ No

    How could this training have been improved?

3. Do you think the continuous on-the-job training is adequate?

    Comments:

II. *Listed below are a number of possible staff development topics which may be of interest. The Committee wants to know the level of interest you have in these topics. This list is by no means exhaustive, we welcome comments and suggestions for other programs.*

Please circle your interest level or check the No Interest column for each topic.

Examples:	No Interest	Medium	High
A. Information on Bookworms	0	1	2
B. Training in knot-tying	0	1	2

No Interest Medium High

1. Library tours
   - a. Branches of your library
   - b. Other HARLiC libraries

2. Workshops, seminars, training presented by HARLiC staff or outside speakers.
   - a. use of basic reference tools
   - b. government documents
   - c. acquisitions
   - d. OCLC training
   - e. basics of automation
   - f. reference interview
   - g. preservation and conservation
   - h. copyright laws
   - i. indexing
   - j. microcomputers for home and library use
   - k. library finance
   - l. personnel policies
   - m. student personnel policies
   - n. interviewing and selecting employees
   - o. EEO and Affirmative Action
   - p. orienting new employees
   - q. training employees
   - r. motivation
   - s. conducting performance evaluations
   - t. personnel management
   - u. management by objectives
   - v. communication skills
   - w. time management
   - x. public relations
   - y. assertiveness training
   - z. resume writing
   - aa. being evaluated
   - bb. being interviewed

(list continued on the next page)

	No Interest	Medium	High
cc. writing for professional journals			
dd. safety and security programs			
ee. marketing			
ff. planning (long-range)			
gg. planning (short-range)			
hh. planning (strategic)			
ii. futures studies: (e.g. impact of changing society on libraries, future trends in library services, etc.)			

Other topics you are interested in:

What are your top 3 choices from the above list:

III. *Please answer all questions.*

1. Are you interested in attending staff development activities?
   Yes _____ No _____
2. Are you willing to spend your own time on staff development?
   Yes _____ No _____
   Your own money?_____ Please specify maximum amount:
   ____________ per session; _____________ per year.
3. Does your workload allow you to pursue a staff development program? Yes _____ No _____
4. What kind of training would you like to see for your supervisor? (This is not limited to management training).

   Comments:
5. What kind of training would you like to see for your employees?

   Comments:

THE UNIVERSITY OF CONNECTICUT LIBRARY

May 11, 1981

TO: Library Managers

RE: Management Training Needs Survey

Attached is a graph which shows the types of concerns that were identified by library managers as part of the training needs survey. I plan to use this information in my discussions with staff at the Institute for Public Services in order to identify workshops that might be available and appropriate.

I have summarized below the number of managers included in the survey and the units represented. I have also identified the topics which seem to indicate issues of greatest concern.

If you have any further suggestions or comments, please get in touch with me. Thank you.

Sheila Creth

Sheila Creth
Assistant Director

Topics Identified Most Frequently/Greatest Weight

- Communication (questions: 40, 33, 42, 38, 5, 32, 4, 35, 34)
- Delegation (questions: 6-9)
- Problem Solving & Planning (questions: 10-13, 23)
- Motivation (questions: 1-5)
- Teamwork (questions: 34-37)

Additional Information on Survey

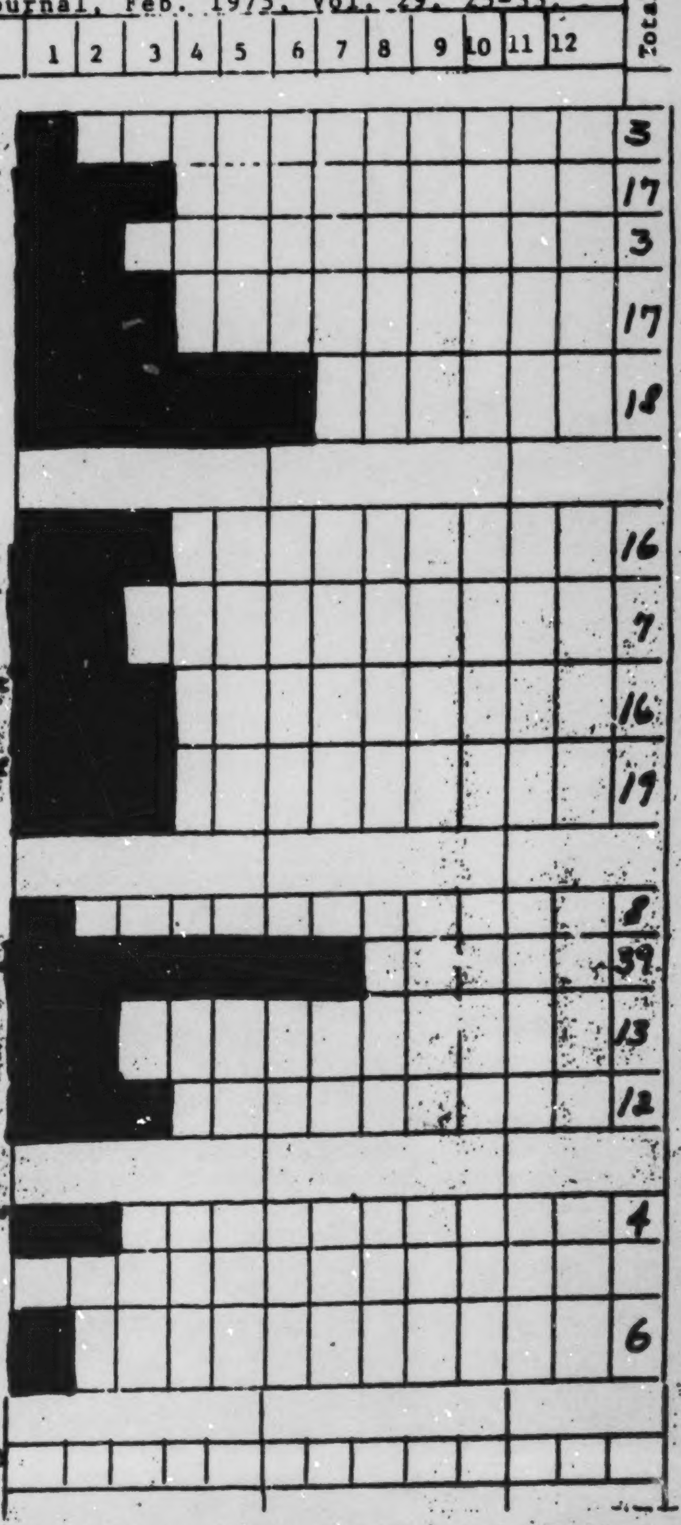
Total Interviewed: 12

Technical Services	4
Public Services	4
Administrative	2
Regional Campus	1
Department Library	1

SC:sm
Attachment

NEEDS ASSESSMENT PROCESS adopted from the following article: Geoffrey Bellman, "Surveying Your Supervisory Training Needs," Training & Development Journal, Feb. 1975, Vol. 29, 25-33.

NEEDS SURVEY DATA SHEET



	Total Weight
Motivation	
1. How do I get my staff to take a real interest in their job?	3
2. What can I do to encourage good work and discourage bad?	17
3. What do I do with the employee who knows how but doesn't do a good job?	3
4. How do I get my staff to do what obviously needs doing without having to be told?	17
5. How can I provide recognition and reward to staff other than by financial reward.	18
Delegation	
6. What things should I delegate to my staff and what things must I do myself?	16
7. What do I do about employees who want more responsibility than they can handle?	7
8. What do I do about employees who don't want as much responsibility as they can handle?	16
9. How much leeway should I give my staff in deciding what to do and how to do it?	19
Problems	
10. How do I choose the best of several ways of doing a job?	8
11. When faced with a difficult situation, how do I identify the real problem?	39
12. What's the best way to cut a big, complicated problem into pieces I can handle?	13
13. How do I know the best time to make a decision?	12
Training	
14. How can I tell if my staff really know how to do their jobs?	4
15. How can I tell whether the training being given to my staff is working?	
16. What are some practical, step by step approaches I could use in training my staff?	6
17. How can I tell when training is really needed?	

Note: Total Weight represents the value given to questions by those interviewed. Each interviewee identified 10 questions and put them in priority order with #10 representing the highest priority and #1 the lowest.

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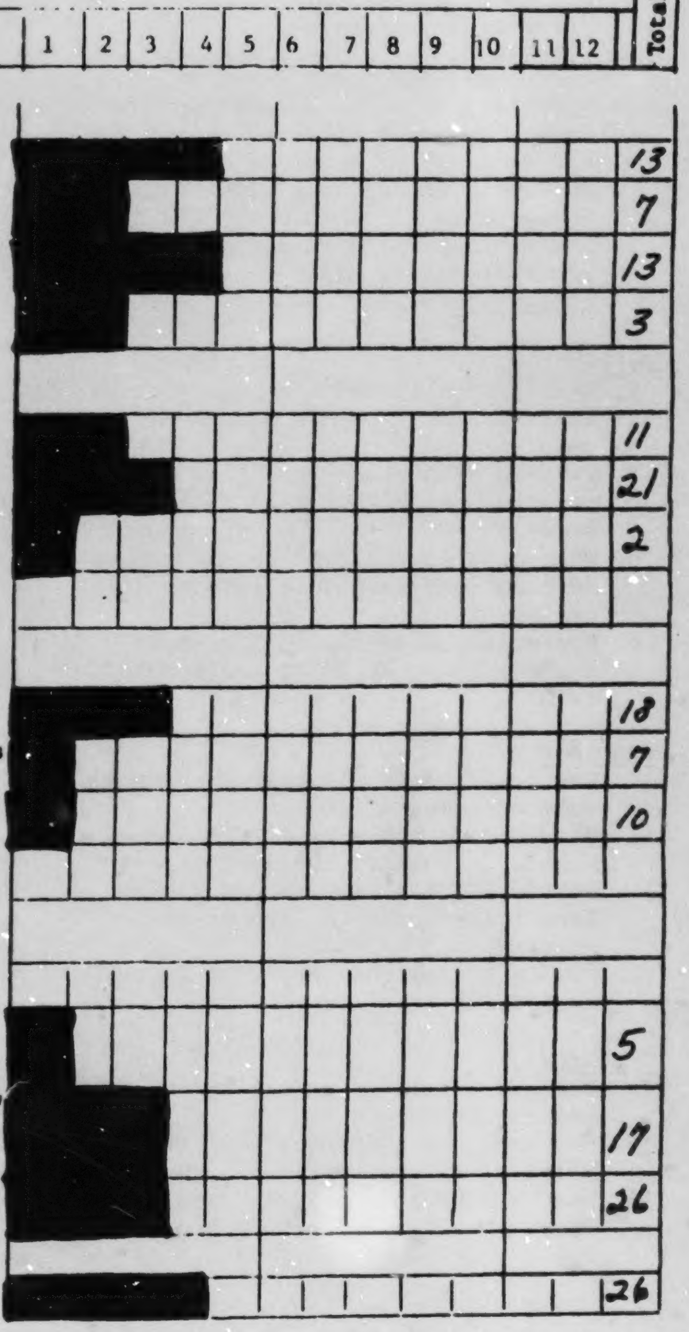
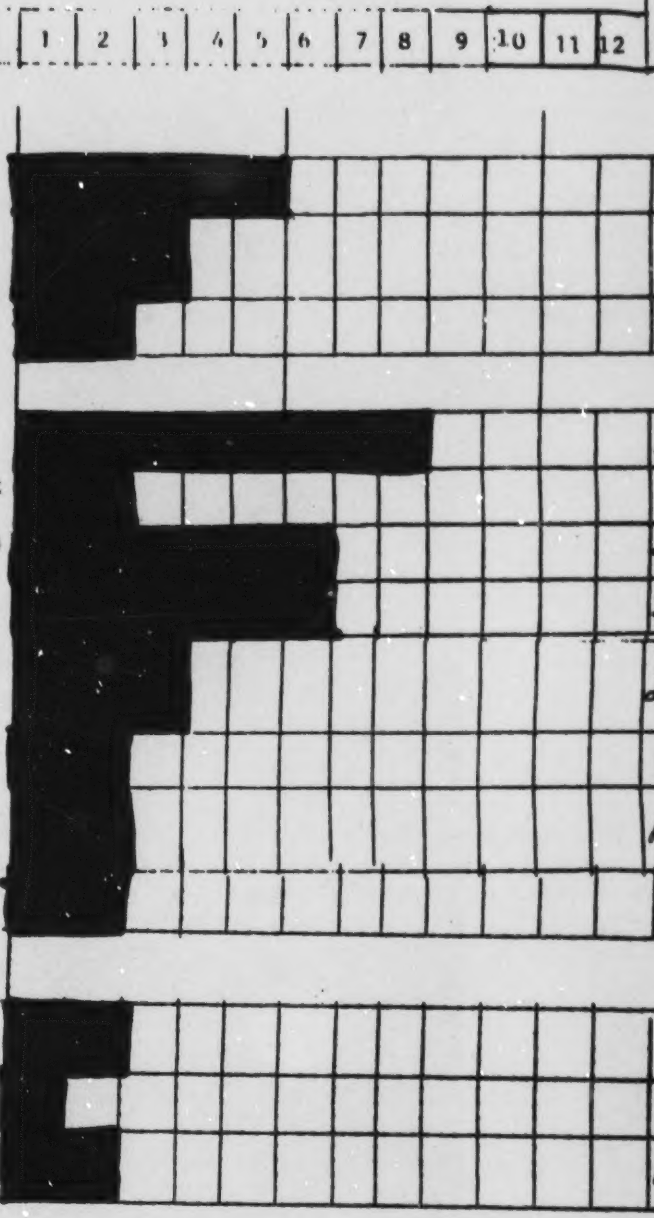
NEEDS SURVEY DATA SHEET



	Total Weight
Performance	
18. How do I set work standards for my staff?	13
19. How can I evaluate my staff's performance fairly?	7
20. What's the best way to correct poor performance?	13
21. How much should I get involved with personal problems of my staff?	3
Planning	
22. What should I consider when planning the work of my group?	11
23. How do I know if the work is going as planned?	21
24. How can I anticipate problems which might block finishing the work?	2
25. What needs to be considered when assigning work to staff?	
Time	
26. How do I get my staff to make better use of their time?	18
27. What can I do about excessive demands upon my time by other staff?	7
28. How can I make better use of my time each day?	10
29. How can I reduce my demands upon the time of other staff?	
Ideas	
30. How can I stimulate more suggestions from my staff?	
31. How can I handle staff's bad suggestions without discouraging future suggestions?	5
32. How do I get my staff to really "Buy" and cooperate with new ways of doing things?	17
33. How can I sell new ideas to my boss?	26
Teamwork	
34. How can I get my staff to work more effectively as a team?	26

NEEDS SURVEY DATA SHEET



	Total Weight
Teamwork-Con't	
35. What do I do about personality clashes between staff in my group?	27
36. What do I do about staff who are not carrying their share of the load?	11
37. How do I get my group to work smoothly with other groups?	19
Communication	
38. What does top management really expect of its supervisors?	59
39. How do I give instructions so I get the results I'm after?	9
40. How can I tell if my communications with my boss are effective?	47
41. How can I improve my meetings with my staff?	31
42. If disagree with boss how do I proceed if my ideas are not accepted?	25
43. How can general Library meetings be more effective?	6
44. How can I help staff learn how to handle disagreements openly but constructively?	12
45. How can I get frank and honest comments from new employee.	5
Miscellaneous	
46. What are the characteristics of an effective manager?	19
47. How can I develop and evaluate a consistent management style?	8
48. What "tools" (meetings, etc.) does a manager need to use - and how - to be effective?	15

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THE UNIVERSITY OF CONNECTICUT LIBRARY

May 21, 1980

TO: Implementation Task Force Members
Card Catalog Task Force Members

RE: Assessment of Staff Training Related to AACR2

The AACR2 Task Force on Staff & User Training is charged with identifying training that will be needed in relation to the implementation of AACR2. The members of the Task Force hope to develop training recommendations based on an analysis of information from a number of Library staff.

In order to begin the process of assessing training needs, the attached form has been developed. We feel that members of the two other AACR2 Task Forces are in a good position to provide the initial assessment.

The form should be used in the following manner:

- list the specific information or topics related to AACR2 that you feel will require training.
- topics should be listed so that similar information/topics are grouped together such as: cataloging rules, filing rules, and miscellaneous issues related to the contents of the card catalog.

  Please be as specific as possible.
- Indicate what staff group should be trained/instructed in the specific subject matter by placing an X in the appropriate column.

The Task Force on Training will compile the results. This compilation will not necessarily be a final statement on all of the required training that may be needed but we hope that it will provide a foundation for understanding what training requirements must be met.

Please return this survey form by June 6, 1980 to Dipa Roy. If you have any questions, please speak to a member of the Task Force.

Task Force on Staff & User Training
Sheila Creth, Chair
Laura Borges
Camille Forman
Helen Lewis
Nancy Orth
Dipa Roy
Robert Vrecenak

Members

2 Training Assessment

Completed by ______________________

AACR2 Topic/Information	All Staff	LOIS	LOIS Asst.	Ref Lib.	Ref. Asst.	Other Public Services Staff (specify)							CATAL	IPT		Serials		Other Tech Servic				
														ULA	cleri	ULA	cleri					

YALE UNIVERSITY LIBRARY

October 28, 1981

To: Library Staff
From: Standing Advisory Committee on Personnel (SACOP)

During the past year, the Standing Advisory Committee on Personnel (SACOP) has been discussing the Library's Staff Development Program. The position of Staff Development Coordinator has been vacant for several months as SACOP and the Library administration have sought to assess staff interest in the Staff Development Program and to explore alternative structures for the program.

In an effort to increase awareness of the Staff Development Program, special bulletin boards have been designated in many departments and school and departmental libraries; posted materials have directed attention to the range of available training opportunities. In December 1980, a memorandum was sent to all Library staff which described the present Staff Development Program and asked for comments and suggestions. As a result, greater emphasis will be placed on clerical/technical training.

SACOP's task of assessing staff desires for the Staff Development Program has remained incomplete. This questionnaire is designed to provide some concrete answers about what types of programs are most valued by the Library staff. The questionnaire gives two possible choices for showing your preferences; it asks whether you would or would not be willing to use your own time. This is not intended as a commitment to use your own time for all workshops, but rather as a way of indicating your level of interest. Please take a few minutes to fill out the questionnaire and return it in the attached envelope addressed to SACOP, SML, by November 16.

Your responses are needed to help SACOP to make a more informed recommendation to the Library administration regarding future directions for the Staff Development Program. A summary of the findings of the study will be printed in the "Staff News."

The members of SACOP would be happy to answer any questions you might have. Please call them; their phone numbers are given below.

Thank you for your assistance.

M. Pappiano	6-4845	J. Hunt	6-2998	S. Millard	6-2960
J. Oddo	6-8459	M. Parisi	6-1286	B. Berson	6-3187
J. Carnes	6-3412	D. Fuller	6-1048	E. McLellan	6-3356

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STAFF DEVELOPMENT QUESTIONNAIRE

BACKGROUND INFORMATION

Please check all that apply to your position.

___School/Department Library

___Sterling Memorial Library

___Clerical/Technical Staff

___Managerial/Professional Staff

___Department Head (main library dept/branch)

___Supervisory (full time staff)

___Supervisory (part time and student staff)

___Non-Supervisory

Length of employment in Yale Library System_____years.

Length of employment in current position_____years.

LIBRARY SKILLS

Listed below are a number of proposed and prepared topics for workshops on library skills. Please indicate your level of interest.

	Have attended	Interested, willing to use my own time	Interested, but not on my own time	Not interested
1. Supervision of student assistants (orientation and on the job training)	___	___	___	___
2. Copyright law and the library	___	___	___	___
3. Follow a book through from selection to acquisition to cataloging to shelving	___	___	___	___
4. Bibliographic control of non-book materials (maps, slides, music, etc.)	___	___	___	___
5. Microforms, (acquisition, control, storage, use)	___	___	___	___
6. Archives (acquisition, control, storage, use)	___	___	___	___
7. Special collections not in the public catalog	___	___	___	___
8. Government Publications U.S. and International	___	___	___	___

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LIBRARY SKILLS (continued)

	Have attended	Interested... my own time	...not on my own time	Not interested
9. Library automation (info. storage and retrieval)	____	____	____	____
10. Basic mending & preservation	____	____	____	____
11. Serials record keeping	____	____	____	____
12. Introduction to library research	____	____	____	____
13. Common bibliographic tools	____	____	____	____
14. Interlibrary loan procedures	____	____	____	____
15. How to conduct a reference interview	____	____	____	____
16. Online searching	____	____	____	____
17. Handling security violations	____	____	____	____
18. Coping with a problem patron	____	____	____	____

COMMENTS:
Are there other library skills related workshops that would be helpful to you?

INTERPERSONAL SKILLS

Listed below are a number of proposed and prepared topics for workshops on general work related skills. Please indicate your level of interest.

	Have attended	Interested, willing to use my own time	Interested, but not on my own time	Not interested
1. How to conduct a meeting	____	____	____	____
2. Interviewing skills	____	____	____	____
3. Communication skills	____	____	____	____
4. Business English (e.g. letter writing, memo writing, etc.)	____	____	____	____
5. Decision making	____	____	____	____
6. Performance evaluation	____	____	____	____

COMMENTS:

Are there additional workshops that would be helpful to you?

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NEW DEVELOPMENTS

Please answer the following questions about RLIN[1] (RLG's computerized bibliographic system and AACR II (new cataloging rules).

1. Do you use RLIN data? ___yes ___no

2. If you do, please indicate the area of use.

___Cataloging ___Interlibrary Loan ___Collection Development

___Acquisitions ___Public Service ___Other

3. Please check those areas in which you need or would like training.

___Terminology ___Searching ___Inputting/Producing

___Functions (how and why it works) ___Others

4. Please check those areas in which you have already had training.

___Terminology ___Searching ___Inputting/Producing

___Functions (how and why it works) ___Others

5. Does your position have contact with AACR II?

___Direct contact ___Indirect contact ___No contact

6. Please indicate your level of interest in a general AACR II workshop.

___Have attended ___Interested ___Not interested

COMMENTS:

Are there particular areas of RLIN or AACR II that you would like to see emphasized?

CONTINUING EDUCATION

Listed below are some of the courses offered by the Training and Development Section of the University Personnel Department.* Please indicate your level of interest.

	Have attended	Interested, willing to use my own time	Interested, but not on my own time	Not interested
1. **Speed (effective) Reading (20 hours)	___	___	___	___
2. Effective Telephone Techniques: (2 hours)	___	___	___	___
3. Time Management (6 hours)	___	___	___	___

Continued...

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	Have attended	Interested... my own time	...not on my own time	Not interested
4. Supervision Seminar: Designed for those "not yet" supervisors or "just made" supervisors (20 hours)	____	____	____	____
5. Career Management Seminar for Women (10 hours)	____	____	____	____
6. Secretarial Science (improve office techniques and typing) (20 hours)	____	____	____	____
7. Job Instruction Training: (6 hours)	____	____	____	____

*Descriptions for these courses and others are available in the Department's brochure, "Training and Development: Catalogue of Courses, 1981-82." A copy is available in the Library Personnel Office.

**A fee is charged for this course.

Listed below are some of the courses offered by Yale Computer Center.† Please indicate your level of interest.

	Have attended	Interested, willing to use my own time	Interested, but not on my own time	Not interested
1. ++ Making It Count: A comprehensive introduction to computers and their applications	____	____	____	____
2. ++Introduction to BASIC: (an interactive programming language; courses are also available in COBOL, PL/I, and Fortran)	____	____	____	____
3. ++Introduction to Statistics: (For those with little or no background in statistics)	____	____	____	____

+Descriptions for these courses and others are available in "New Users Packet," a brochure published by YCC. A copy is available at Library Personnel Office.
++A fee is charged for this course.

COMMENTS Please add a page if necessary.

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SECTION II

DESCRIPTION AND EVALUATION OF STAFF DEVELOPMENT PROGRAMS

After gathering information on past and current staff development programs, the library should be able to assess the current status of its efforts and compare the efforts to long-range plans and objectives. The outcome should be a description of how well the two fit together. On this basis, it will be possible to make recommendations for future programs and to establish priorities for particular activities.

The analysis of existing programs should include the strengths and weaknesses of present practices, and a summary of the needs expressed in survey returns and interview notes. Local, regional, and national trends in staff development also should be appraised at this time. Such appraisals provide a comparative perspective for local efforts, a sense of directions in the field as a whole, and a benchmark for assessment of local efforts. Resources for local staff development efforts can be identified as well. In many cases, university programs, consortium activities, such as the HARLiC staff development program, and other cooperative ventures may include events that help stretch individual libraries' staff development budgets and add different dimensions to existing programming.

Comprehensive staff development policies are included in this section, so that libraries that are formulating programs can use examples of ongoing efforts. These comprehensive policies may provide a framework for the analysis and comparison of local programs. One series of documents describes some steps in the evolution of a program. Several extracts from OMS self-studies are included to provide a sense of the kind of systematic description and analysis offered through assisted self-study.

A number of documents on special topics also are included in this section, including both technical training events and developmental opportunities.

Comprehensive Program Statements

EMPLOYEE DEVELOPMENT
(STAFF PERSONNEL POLICY 260)
GENERAL LIBRARY GUIDELINES
9/81 (University of Cal., Berkeley)

DEPARTMENT HEADS MANUAL

EMPLOYEE DEVELOPMENT (STAFF PERSONNEL POLICY 260)

These guidelines are designed to aid all staff members in understanding and applying portions of Policy 260, in particular, as it concerns the use of work-time for classes. The Berkeley campus has issued interim procedures to be used in conjunction with Policy 260. These are included here, as well as in the Staff Personnel Manual following the Policy itself; they are mainly definitions and additional interpretive comments. Included are definitions of position-related, career-related, and educational enrichment program benefits, and the limits that apply to each.

NOTE: The applicable sections of Policy 260 are listed in the margin.

I. Policy:

In implementing Policy 260, the Library is supporting the goal of the University to assist staff to increase their effectiveness within their present assignments and to encourage the acquisition of skills which may lead to career advancement within the University. The needs of the employee, however, must always be balanced with the needs of the Library when considering the application of Policy 260.

II. Definitions:

260.8
260.9
260.10
260.11

All employee development activities that entail time off with pay, adjusted work schedules, or funding support must be classified in one of the following categories:

1. Position-related - In the judgment of the Department Head, directly related to the work assignments or conditions of the employee's current position.
2. Career-related - Related to development of skills, knowledge, background that prepare the employee for other assignments or positions within the University for which the employee, in the judgment of the Department Head, has some reasonable chance of attainment.
3. Educational-enrichment - Related to avocation, to general cultural background, and to career interests outside the University.

III. Program Benefits:

260.12 1. All employees, career and casual, are eligible for position-related program benefits as follows:

   a. Payment of the fee for programs given by the Employee Development unit of Campus Personnel Office.

b. Program time is usually considered as time worked. Exceptions are as follows:

- (1) The program or segments of the program are held during non-work hours, as determined by the employee's work schedule, and the employee's attendance at the program is voluntary as opposed to required by the Department Head.
- (2) When an employee is voluntarily attending a college, university, or adult education class, the Department Head may recommend that time in attendance or some portion of that time not be counted as time worked.
- (3) The hiring agreement included a stipulation or an understanding that the employee would complete the particular program or course.

260.13 2. Full and part-time, regular status (have passed the probationary period) employees in career positions are eligible for career-related and educational-enrichment program benefits.

Career-related program benefits are as follows:

a. Payment of the fee for programs given by the Employee Development unit of Campus Personnel Office.

260.16 b. Program time, or some portion of the program time, may be counted as time worked, except when programs or segments of programs are held during hours that the employee is not scheduled to work.

c. After satisfying University admission requirements, reduced-fee enrollment (employee pays 1/3 of the Registration Fee and 1/3 of the Educational Fee plus all other fees) for up to 9 units or 3 regular session University courses per quarter. To be eligible for this benefit, the employee must be classified as a California resident for tuition purposes (See Fees below.)

260.17 3. Educational enrichment program benefits are limited to reduced-fee enrollment as specified immediately above. Time in attendance at such programs may not be counted as time worked.

IV. Determing The Use Of Work Time For Classes:

260.18 1. Prior approval by the Department Head is required when program attendance is during scheduled work hours. When time in attendance is not counted as time worked, Department Heads and supervisors are encouraged to arrange alternate work schedules to enable employees to participate in programs.

2. Department Heads should maintain a record of class time granted to employees so that the program benefits can be equitably distributed in the department over time.

3. When an employee is allowed to arrange an alternative work schedule to attend a class which will not be counted as time worked, the supervisor should have the exact schedule for the altered work week, so that it will be clear when the employee may be expected to be in the department.

4. In each case, the Department Head must consider whether time in attendance at the program or a class is to be considered as time worked or time to be made up through an adjusted schedule. The first step is to classify the particular program or class in terms of the categories listed in Section II. above.

   a. If the program is position-related, program time, or some portion of the program time, should usually be counted as time worked. Exceptions are listed in Section III 1-b above. In addition, time in voluntary attendance at such programs should not be counted as time worked when the granting of such time will have an adverse effect on work flow in the department or an adverse effect on the schedules or work load of other employees. When deciding whether an employee shall be allowed to use work time for particular position-related training, the Department Head should ask "How useful will it be to the unit/department for this employee to develop this skill for use in the employee's present position?"

   b. If the program is career-related, program time, or some portion of the program time, may be counted as time worked for regular status employees in career positions. When time spent in a program is time during which the employee is not scheduled to work, that time may not be counted as time worked. Time in attendance at such programs should not be counted as time worked when the granting of such time will have an adverse effect on the schedules or work load of other employees.

   In general, Department Heads are encouraged to count half of the class or program time as time worked. Since career-related classes and programs are not directly related to the work of the department and have potential benefit for both the University and the employee, it seems equitable to have both the University and the employee contribute to the program time.

   c. If the program is an educational enrichment program, time in attendance may not be counted as time worked.

   d. When time for college or university classes is counted as time worked, the maximum time allowed is actual class meeting time, including scheduled labs and scheduled examinations. When work in a lab is at the student's convenience, it is to be considered as time for class preparation, and may not be counted as time worked. Registration and consultation with faculty must be taken care of on the employee's own time.

DEPARTMENT HEADS MANUAL

5. The Berkeley Campus Interim Procedures include the following guidelines which should be used in assessing requests for class time: 260.14

Position-Related Training. In evaluating an employee's request for position-related training, Department Heads shall consider the following criteria:

a. the employee's current work performance
b. the effect the training will have on the employee's work performance
c. the impact that participation in the training program would have on the unit
d. the comparative cost and effectiveness of the proposed training in relation to other available training opportunities*
e. the availability of funds*
f. the importance of the job function to be improved by the proposed training.

*Responsibility for critera d and e rest with the Personnel Office, the Staff Development Committee, and the University Librarian.

Career-Related Training. In evaluating an employee's request for career-related training, Department Heads should consider the relevant criteriafor position-related training and, in addition:

a. the staffing needs of the department
b. the staffing needs of the campus

6. Employees requesting time with pay for attendance at college, university, or adult education classes during more than one quarter of an academic year must file an approved Career Plan with the Library Personnel Office. Required approvals are as follows: supervisor, Department Head, Associate University Librarian or University Librarian, and Library In-Service Training Coordinator. The approval of a Career Plan does not automatically entail the use of work time for class attendance. Individual classes within the Plan are subject to review by the Department Head, on a case-by-case basis, to decide whether time in attendance is to be considered as time worked or time to be made up through an adjusted schedule.

7. Employees shall use form ADM 141 in requesting permission to use work time to attend college, university or adult education classes.

V. Fees:

260.20 -

1. Prior approval by the Library Administration or by the In-Service Training Coordinator, Library Personnel Office, is required when the Library pays or reimburses an employee for a program fee.

2. Fee reduction authorization for University classes must be requested on the Application for Reduced Fee Form available from the Library In-Service Training Coordinator or the Library Personnel Office.

August 1981

DRAFT - 12/1/80

STAFF PERSONNEL POLICY 9/81
BERKELEY CAMPUS INTERIM PROCEDURES
(File in Staff Personnel Manual
following Policy 260)

Policy 260 EMPLOYEE DEVELOPMENT

NOTE: THE FOLLOWING INTERIM PROCEDURES SUPPLEMENT STAFF PERSONNEL POLICY 260. EACH SECTION SHOULD BE READ WITH ITS CORRESPONDING POLICY SECTION.

260.3 Responsibility. The employee is responsible for developing a plan for career-related training. If the employee perceives a need for position-related training s/he should make that need known to the supervisor and, if possible, suggest the appropriate training.

260.4 As part of the performance appraisal required by Staff Personnel Policy 255 the supervisor and employee should evaluate the need for position-related training. The employee may take this opportunity to discuss his/her career goals.

260.7 Scope. The Berkeley campus emphasizes position-related training; career-related training may also be available to employees to enhance their opportunities for advancement within the University. The provision of training depends upon the needs and goals of the University, funding levels, staffing requirements and an evaluaton of the employee.

260.8 Definitions. Personnel Services Advisors will assist department heads and supervisors in categorizing training programs according to the definitions provided.

260.9 Position-related programs impart the skills, knowledges, and abilities needed for the performance of the employee's job assignment.

260.10 Career-related programs impart the skills, knowledges, and abilities which enable an employee to meet the requirements for University staff classifications other than the one currently held.

An employee must complete a Career Plan form prior to departmental consideration of support for career-related training. In the plan the employee states his/her career goals and the steps necessary to meet them. The employee may consult with the supervisor, the Personnel Services Advisor, and/or the department head to develop the specifics of the plan. The employee has access to career planning and assessment though the Campus Personnel Office.

GENERAL PROVISIONS

260.14 Position-Related Training. In evaluating an employee's request for position-related training, department heads shall consider the following criteria:

a) the employee's current work performance;

b) the effect the training will have on the employee's work performance;

c) the impact that participation in the training program would have on the unit workload;

d) the comparative cost and effectiveness of the proposed training in relation to other available training opportunities;

e) the availability of funds; and

f) the importance of the job function to be improved by the proposed training.

Career-Related Training. In evaluating an employee's request for career-related training department heads should consider the relevant criteria for position-related training and, in addition:

a) the staffing needs of the department;

b) the staffing needs of the campus; and

c) available data from appropriate assessment programs.

In reviewing special situations or in applying these criteria, department managers and employees should consult with their Personnel Services Advisor.

260.16 Any agreement made at the time of hire which calls for specific additional training should be specified at that time in writing and signed by both the employee and the supervisor.

260.19 Compensatory time off for training which occurs outside the employee's normal working hours shall be scheduled in the work week within which the training occurs, if applicable.

260.20 The department head and the employee should agree on what will constitute satisfactory program completion before the department approves the training.

260.23 For admission requirements for a particular program or course, employees should contact the Campus Office of Admissions and Records or the academic department of interest.

ADMIN
141
200,8/81

EMPLOYEE DEVELOPMENT - 8
9/81

General Library, University of California, Berkeley

REQUEST FOR TIME OFF/ADJUSTED SCHEDULE TO ATTEND COLLEGE, UNIVERSITY, OR ADULT EDUCATION CLASSES

EMPLOYEE: Complete this section and submit to your supervisor.

Name ____________ Classification ____________ Date ____________

Department ____________ Full time ☐ Part time ☐ Percent ____________

I am a registered student (grad., undergrad., special) at ____________ (name of school)
an auditor

during the ____________ (quarter or session). I am studying for the ____________ (degree, certificate, skill)

and am enrolled in the classes listed below:

Course No. & Title	Units	Meeting Time

The courses listed above are in accord with provisions of my approved Career Plan.
Yes ☐. Yes ☐ except for ____________. No ☐.
I request time with pay and/or an adjusted work schedule as follows:

____
Sign and submit to your supervisor.

EMPLOYEE'S SUPERVISOR

I endorse (support) the request as submitted. Yes ☐; No ☐.

____
Employee's immediate supervisor

DEPARTMENT HEAD

I categorize the above listed courses as Position Related, Career Related, or Educational Enrichment (circle appropriate category), except for ____________ which I categorize as ____________ and ____________ which I categorize as ____________.

I endorse (support) the request as submitted. Yes ☐. No ☐, I recommend the following:

____
Department Head's signature

LIBRARIAN'S OFFICE

I endorse the recommendation of the Department Head. Yes ☐. No ☐,
I recommend the following:

____
AUL or UL Date

LIBRARY PERSONNEL

Notification to Employee and Department Head:

APPLICATION FOR REDUCED FEE
(Complete in Duplicate)

Last Name - First Name Init.	Payroll Title	Campus
Department and Unit	Campus Address	Ext.

Date of Hire: ________________ Percent of time worked: ______%

Quarter applying for: ____________ Undergraduate ☐ Graduate ☐

Number of prior quarters under reduced fee policy: ________________

Working on degree? Yes ☐ No ☐ If yes, which? ________________

Is class attendance time-off with pay? Yes ☐ No ☐ (See note below.)

NOTE: Time off with pay, an adjusted work schedule, or payment of fees by department requires departmental approval. If, in addition, course(s) taken are career-related rather than position-related, an Employee Development Plan is required. (See SPP 260)

Enrolling in:

Course Title	Number	Units

I am a regular status employee in a career position, am not subject to non-resident tuition fees, and am not enrolling in more than nine units or three courses, whichever is greater.

Employee's Signature	Personnel

Mail or bring two copies of this application to the Campus Personnel Office, 2539 Channing Way. Upon approval you will be issued the Fee Reduction Authorization cards to insert in your Registration Packet.

If applying by mail please check appropriate box below.

☐ Send Fee Reduction Authorization cards via campus mail.

☐ Hold for pick-up, call me at ________________ when cards are ready.

REV 2/81

UNIVERSITY OF CONNECTICUT LIBRARIES

Staff Development Program

Purpose

The Library Staff Development Program is designed to provide the necessary orientation and training for staff to enable them to effectively accomplish their jobs, and to provide developmental activities which will allow staff to broaden and enhance their capabilities.

Scope

The Staff Development Program includes activities in the areas of: orientation, on-the-job training, and development. The production of training tools and materials - both written and audio-visual - are also part of this Program. All categories and levels of staff are considered for participation in staff development activities based on appropriateness: librarians, university library assistants, classified staff, and student assistants.

Responsibility

The Assistant Director (for Personnel) is responsible for coordinating the Staff Development Program by assessing needs, implementing Library-wide activities, providing assistance to departmental staff in the development of training plans and materials, and evaluating the effectiveness of the Program on a continuing basis.

Library Managers have the responsibility for insuring that all staff in their units are provided with the requisite training for on-the-job performance. They also should encourage staff to participate in both Library and external training and developmental activities which are consistent and appropriate to job requirements and departmental workloads.

All Library staff have the responsibility for their own growth and development, and should, therefore, be open and responsive to participation in training and developmental activities.

PROFESSIONAL DEVELOPMENT

Requesting Time

PHILOSOPHY

In order for professional library staff (University Librarians and University Library Assistants) to provide effective library service over time, it is essential that they engage in educational, developmental, and professional activities which will strengthen their knowledge and abilities. It should be recognized, however, that the responsibility for participation in such activities must be shared between the individual and the Library. In part, such activities are designed to contribute to the effectiveness of the individual's performance of his/her duties within the Library and the University community, and in part they are designed to contribute to the individual's personal and professional career growth and development. The policies and procedures that have been developed to support such professional and personal development activities reflect, to the extent possible, the nature of that shared responsibility.

It is often difficult to distinguish between categories of activities or to determine the extent to which an activity is of benefit primarily to the Library or primarily to the individual. In general, however, it is suggested that there are four broad categories.

1) The University Library recognizes its responsibility to develop and present for the staff an organized program which presents information and provides material designed to be of direct benefit to the staff in performance of assigned duties. Such programs are of primary importance and Library staff are expected to participate fully in appropriate programs, which will be supported entirely in terms of both time and budget by the Library.

2) There are a variety of external professional activities which have a direct relationship to the individual staff member's assignment and duties and in which the Library may expect, and often asks, the individual to participate as a part of his/her work assignment. In such cases, the Library will provide the time and will seek financial support. It must be recognized that funds may not always be available and in such situations the staff member will not be *required* to attend though his/her participation may still be encouraged if the person can meet the financial costs involved.

3) There are also a variety of external professional activities and programs which may be related to the individual staff member's professional development within the broad context of his/her present and prospective Library assignments, but which also are intended to contribute in a general way to the person's own professional career development in libraries. Such activities are clearly a shared responsibility between the individual and the Library in terms of both the necessary time and financial support.

4) Finally there are professional activities and programs that are essentially related to the individual staff member's personal development in terms of a long-term career context without any relationship to his/her present or prospective assignment within the Library. The responsibility for such activities clearly lies with the individual staff member.

Given the large number of programs and activities that are available, and the limited resources in terms of both time and funds available to the Library and the individual, it is important that selection of activities for participation be done with utmost care. Library staff, manager and administrators are responsible for the careful selection of activities that will contribute to the professional competence of the participant.

The guidelines and procedures which are outlined below attempt to delineate the general boundaries of activities that will warrant Library support in terms of release time. They should facilitate a shared understanding of appropriateness and an equitable application of the above philosophy.

POLICY

Activities warranting use of Library time should be job-related; they should represent the best or most appropriate way to gain specific expertise or to participate in the profession. To assure that this is achieved, careful thought and *planning* should be given to identifying activities in which to participate.

Job-relatedness. Participation in professional activities should be job-related, that is, commensurate with the needs of the Library, the scope of individual responsibilities, and the expectations of the library profession for performance. The definition of job-relatedness will obviously vary from person to person, depending on one's role in the Library. It is a matter of judgment by staff, managers and administrators. Common sense will dictate appropriateness of participation in specific activities. Written articulation of expected benefit to individual and to institution will accompany specific requests and will serve to define job-related in individual terms. The important factors in that definition are:

1) *The Library's "need to know"*, the need for the Library to have a staff member learn a particular skill, become knowledgeable in a subject area, emphasize particular expertise, or be represented in specific associations or meetings. An issue which may be pertinent in assessing the Library's need is the number of UCONN staff attending the same event, since one person can often convey to others what has been learned.

2) *The person's "need to know"*, relative to his or her position and scope of responsibilities in the Library.

3) *The profession's "need to know"*, or the ability of the person to make a contribution to the library profession.

The policy recognizes that the extent of one's external professional commitments will vary greatly over the course of a career. During some years, it is more important to concentrate on the "desk job" than in others. It also acknowledges that some individuals will have greater outside commitments than others. While the amout of time *per se* is not determinative, it should *not* be assumed that release time is always appropriate or possible. The worth of the activity, the benefits to individual and Library, and the impact on Library services of absence are always the operative factors.

The following questions are designed to provide a *framework* for decision making - to facilitate the individual's and the manager's review of specific content and/or participation in a proposed activity or program:

1. *Anticipated value to the Library of person's participation.*
2. *Relevance of the program or experience to the staff member's scope of responsibilities and role within the Library and/or library profession. How does it relate to the person's identified priorities for professional development?*
3. *Impact on departmental mission. What is likely to suffer because of outside commitments? Is there a balance between individual's external activities and internal contribution?*
4. *What is the experience other staff have had in attending activities offered by the association or organization, or person conducting the program? Are the program objectives and outcomes clearly stated?*
5. *Is it the best and most convenient way to gain the information or experience sought?*
6. *Relevance of the organization (e.g., ALA, ACRL, CLA, Special Libraries, etc.) to academic librarianship. Need for the Library to have some representation in a particular organization.*
7. *Extent of individual's participation in a meeting as an officer, speaker, committee member; membership in the organization. (Consideration of participation should not be to the disadvantage of new, less-involved staff.)*
8. *Frequency of the person's requests; staff member's length of service and previous attendance at professional meetings. Are more junior members of the staff being encouraged to participate?*
9. *Total number of Library staff members requesting to attend an event where the topic can be easily shared from one staff member to others.*

These questions are intended to provide a framework for decision-making; their answers cannot be assigned weights. It is recognized that often the most valuable benefits of professional participation to both the Library and the staff member are intangible. The informal discussions and contacts with the outside library world often prove to be the most useful components of professional involvement.

June 1981
UCt Library
Manager's Handbook

PROCESS

Planning: Department heads are encouraged to facilitate participation of staff members in professional and developmental activities, while ensuring adequate levels of staffing to accomplish objectives and to meet commitments and service demands. They are expected to assist staff in planning and to discuss with them the appropriateness of activities to identified development goals. The Library administration should facilitate a consistent interpretation of job-relatedness among department heads.

In order to provide direction to each person's development and a context for review of specific requests, areas of job respnsibility that will require further expertise over time should be identified in the performance goals and review process, and a *general developmental plan* outlined. It is not expected that specific activities will be reflected in the developmental plan but instead the plan should identify what the person desires to accomplish and possible ways to achieve stated goals (e.g., personal study, coursework, workshop, conference, etc.). Professional interests within which the person expects to make a contribution or gain further knowledge should be discussed between the manager and staff member as well. Major or long-term professional commitments which may have an impact on the person's responsibilities in the Library should be reviewed. It is understood that such professional commitments will need to be reviewed between Library managers and staff on an ongoing basis.

The Library manager and staff can then review together the known activities in which staff would like to participate in the next six months to a year, in order to evaluate the department's direction, to explore alternatives, to plan for staffing, and to assess the impact of projected commitments on library activities. Manager should inform the appropriate administrator of tentative plans of departmental staff. Any activity in which a number of people wish to participate should be discussed. Activities and general plans can also be discussed at the technical and public service meetings.

INDIVIDUAL

Fill out "Release Time Request" to attend a workshop, conference, association meeting, etc. which will involve being away from the Library during the normal work schedule. Two copies of the form should be prepared and submitted to the immediate manager. Requests should be submitted prior to making commitments and, if possible, at least four (4) weeks in advance of the date of the activity.

If a professional staff member is also requesting travel funds under the UCPEA contract (see, GUIDELINES FOR PROFESSIONAL DEVELOPMENT FUNDS), both request forms can be submitted together. For staff who have ongoing responsibilities and know in advance the specific times they will be attending meetings, one request can be submitted for the fiscal year.

DEPARTMENT HEAD

Reviews requests submitted by staff in the context of previous discussions regarding professional development and commitments. If request is approved it is forwarded to the appropriate Assistant University Librarian (or University Librarian as appropriate). If the department head has questions regarding the appropriateness or the timing of an activity, this should be discussed with the individual before denying the request. (Note: A denial of "release time" does not automatically indicate that support for UCPEA funds will also be withheld.)

ASSISTANT UNIVERSITY LIBRARIAN

The AUL (or University Librarian) reviews requests in order to be informed of professional activities and the number of staff planning to attend any one function. The AUL should discuss any questions regarding the appropriateness or the timing of an activity with the department head prior to final approval or disapproval.

Though it should be recognized that the final determination for selection and approval of professional activities that involve the use of either University time and/or funds is a managerial and administrative prerogative, in most situations it is the immediate supervisor who will be expected to determine the appropriateness of activities within the guidelines outlined by this policy.

If a request is approved, the AUL will return one copy to the individual and forward one copy to the Personnel Officer for the Library's central file.

PERSONNEL OFFICER

A central file of records on the use of release time for professional activities is maintained in order to evaluate the Library's contribution to professional development.

INDIVIDUAL

It is expected that participants in professional activities will report back to other Library staff on a regular basis about activities in which they have participated. This will allow for an evaluation of the effectiveness of a particular activity, program or organization or persons involved in a presentation.

Staff members will be encouraged to report on significant activities in which they have participated through such means as the Staff Forum, the Innocent Bystander and so forth. In some cases, staff may be asked to provide a brief written evaluation of the activity.

DEPARTMENT HEAD

A general assessment of what a *staff* member has gained through participation in professional and education activities as they relate to performance goals should be considered in the annual performance review.

The departmental Annual Report should also provide an evaluation of participation on a department-wide basis.

THE UNIVERSITY OF CONNECTICUT LIBRARY

Development Release Time Request

Name________________________ Department____________________

Specify the activity you wish to attend and the purpose/objective of the program.

Event:____

Date:________________________ Location:____________________

Indicate the relationship of the activity to your current responsibilities and/or developmental goals. Comment on expected benefit to you and to the Library.

Release Time Requested: (dates)________________________

Applicant's Signature________________________ Date____________

* * * * * * * * * * * * * * * * * * * *

Approved
Not Approved

Comments:____

Department Head's Signature________________________ Date____________

* * * * * * * * * * * * * * * * * * * *

Reviewed by/comments____

AUL- Technical Public Service Signature________________________ Date____________

(cc: Assistant Director-Personnel)

UNIVERSITY OF CONNECTICUT LIBRARY

Staff Development Program

1980-81

ORIENTATION

Departmental Presentations

Library departments are asked to offer brief sessions on departmental activities on a periodic basis for all Library staff to which new staff are urged to attend. These sessions are typically scheduled during the summer months though others may occur during the academic year.

Department heads should coordinate schedules with Sheila Creth. Sign-ups for the presentations will be in the Administrative Office.

TRAINING

Training Plans and Schedules

Library managers are required to develop a training plan and schedule for each new staff member or any staff member who assumes a new position. A copy of the training plan/schedule is given to the new employee on the first day of employment and a copy is placed in the individual's personnel file.

AACR2 Training

The following describes a series of training activities related to the implementation of AACR2. Please review the training levels and sessions carefully noting both the audience for whom the training is intended, the dates offered and any pre-requisite. Please note on the attached calendar schedule that all training sessions are offered more than once; it is intended that whenever possible the same group of people attend session series together.

Sign-ups for each training session is required except for the presentation by Gordon Fretwell and Richard Schimmelfeng. Please come to the Administrative Office to sign-up (staff from Regional Campus may call).

A. Speaker: Gordon Fretwell, Associate Director for Public Services, University of Massachusetts Library.

Mr. Fretwell will be speaking on the key role of the public catalog in library service and service patterns and techniques in general. All staff are urged to attend though public service staff are asked to attend one of the two sessions scheduled.

B. General Introduction to AACR2: Richard Schimmelpfeng

This session will present an overview of AACR2, its whys and wherefores particular emphasis on the major changes which will radically affect the library staff, the card catalog, and the library patron.

ALL staff are required to attend.

NOTE: Library staff who have not seen the Cataloging Department slide-tape presentation on cataloging should see this prior to attending the General Session. Contact the Audio Library where it is stored to set a time for viewing.

C. Level I - sessions 1 and 2 - Form of Entry: Joan Jensen and Eva Lederer

Mandatory for all staff, including those at regional campus and professional school libraries, who CONSULT (not create) records in the public catalog, the serials list, or the OCLC system. Pre-requisite: General Introduction to AACR2.

These two sessions will assist staff members who consult catalog records and bibliographic tools to locate monographic or serial items in AACR2 form. The training will illustrate by specific examples changes in the forms of different kinds of entries resulting from the implementation of the new cataloging rules and LC interpretation. Existing forms which the user will continue to encounter will also be reviewed, and the importance of authority work will be demonstrated. Staff will be acquainted with various methods of linking old and new forms of entry in the public catalog, and with the progress and order of procedure of the implementation of AACR2 in the various cataloges in the Library.

D. Level I - session 3 - AACR2 and the OCLC System: Nancy Orth

Mandatory for all staff, including those at regional campus and professional school libraries, who CONSULT the OCLC system in any capacity.
Pre-requisite: Level I - sessions 1 and 2.

This session will consist of an explanation of how to access AACR2 bibliographic records and Library of Congress name authority records in the OCLC system, and how to interpret these records. Use of both new and old forms of entry will be stressed. The sessions will be structured for technical services and public servies staff separately in order to focus the presentation appropriately. The session for Technical Services staff will include a detailed interpretation of pertinent new fields and sub-field codes in bibliographic records and all fields in name authority records. The session for Public Services staff (and those from Technical Services who attend) will feature a discussion of the application of the above records in searching items in our library cataloges and in library tools such as the National Union Catalog, which still use old form of entry.

E. Level II - sessions 1 and 2 - Descriptive Cataloging and Choice and Form of Entry: Joanne Palko

Required for all staff who create or are responsible for a record which appears in the public catalog or in the serials list.
Pre-requisite: Introductory Session plus 1) familiar with the "Preface" rules 0.1-0.14, 0.21-0.29, 1.0-1.11F of AACR2 for Session 1. 2) familiarity with rules 20.1-20.4 and the "Introductory Rules" or "General Rules" of Chapters 21-25, and the completion of Session 1 before attending Session 2.

Bring a copy of AACR2 to the instruction sessions. In addition to the two instructional sessions a review session is also scheduled.

The instruction will incorporate decisions made by the AACR2 Inplementation Task Force and interpretations issues by the Library of Congress. Level II, session 1 will be a detailed presentation of descriptive cataloging with emphasis on Chapters 1-3, 5-7, 11-13. Level II, session 2 will be a detailed presentation of choice and form of entry.

F. Level II - session 3 - Authority Work: Hazel Bass

Required for all staff who create or are responsible for a record which appears in the public catalog or in the serials list.

Pre-requisite: Attendance at Level II sessions 1 and 2 and the Review.

This session will define authority work and explain its objectives. Forms used in authority work at the UCONN Library will be provided and their use will be illustrated. Procedures used in authority work will also be explained. Examples of authority cards and reference cards generated by authority work will be shown. The format, content, and use of these cards in the Authority File and the public catalog(s) will be explained. The relationship of authority work and these files to the serials list will also be covered. Selected reference works and other bibliographic tools which may provide information needed for authority work will be discussed. Handouts will be provided.

All information presented at this session will be based upon interpretation and application of the Anglo-American Cataloging Rules (2nd edition) as announced by the Library of Congress, as well as decisions announced by OCLC and those of the Cataloging Advisory Committee and the Cataloging Department of the Library.

G. Level II - session 4 - AACR2 and the OLCL System: Cynthia Stansfield

Mandatory for staff indicated for above sessions at Level II.

Pre-requisite: Attendance at all previous level II sessions.

This session includes a detailed explanation from the point of view of interpretation and creation of machine readable AACR2 records, of the new fields, subfield, and fixed field codes in the various formats. Also included are the accessing of OCLC records of old and new forms of entry, new I and K bibliographic input standards and the use and interpretation of the Library of Congress name authority file.

H. Session on Filing Rules - Author/Title Catalog. Unscheduled.

I. Session on Subject Catalog. Unscheduled.

Emergency Procedures.

A session will be developed in cooperation with Donald Bliss, Assistant Coordinator, Public Safety (University Fire Department) on handling emergency situations in the Library.

All staff will be requested to attend one of the session. Schedule to be announced.

Reference Interview Workshop

This workshop provides information and practice in the techniques of conducting an effective reference interview.

Appropriate for staff whose jobs require direct service to the public.

Schedule to be announced.

DEVELOPMENTAL ACTIVITIES

Speaker Series

A. "The University of Connecticut and Its Library - The First 100 Years."

ALBERT E. WAUGH, Provost Emeritus, University of Connecticut.

All staff are urged to attend this presentation by Mr. Waugh.

B. Other speakers not yet identified. Staff suggestions welcome!

Time Management

This workshop is intended to provide staff with a better understanding of how they use and abuse their time, and techniques for improving the management of time.

Open to all staff.

Management Training.

Specific management training sessions are in the planning stages for Library managers. It is hoped that we can draw on the resources of the University's Institute of Public Service for conducting programs.

The schedule would be in the Spring and the schedule and content will be announced.

Staff Forum

The Forum will be held, when possible, on the last Friday of each month to allow staff to report on participation in professional activities as well as new developments in departmental activities and programs.

Staff who attend professional activities are expected, when appropriate, to participate in the Forums by providing a general report to staff. Sheila Creth should be contacted in order to determine a schedule for participating.

Instructional Materials to be Developed

The need to develop instructional materials for staff training continues to exist. Denise Dixson will be participating in a staff sharing activity with Sheila Creth during 1980-81 with the focus on assisting department heads and others on staff in the development of such training materials.

The following topics have been identified for attention this year - time permitting:

1. Audio-visual presentation on Call Numbers.
2. Telephone Etiquette.
3. Conservation of Library Materials.
4. Components of the AACR2 training.

As materials are developed, it is hoped that department heads will integrate them into the training plans for Library staff.

M.I.T. LIBRARIES

LIBRARIAN STAFF HANDBOOK

MAY 1983

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3. LIBRARIAN STAFF

3.1 **APPOINTMENTS AND TERMINATIONS** The M.I.T. Librarian Staff includes individuals with professional and/or administrative responsibilities in the library system who are members of the Institute's academic staff.

Academic staff appointments are encompassed within the Institute's Staff Salary Administration Program in which each position has been assigned an associated salary range based on an evaluation of level of education and experience required in the position, and the difficulty, responsibility, and impact on Institute affairs inherent in the position.

The Librarian staff consists of the Director of Libraries, the Associate Director, three Assistant Directors, Librarians I-IV, and other professional personnel.

Librarian I is the level at which librarians enter the staff unless appointed to a position classified as Librarian III or IV or higher. Positions at the Librarian I level require a master's degree in library science and may also require subject competence and/or library experience. Librarians I are eligible for promotion in their positions to Librarian II as described in section 3.4 of this Handbook.

Librarian I and II positions involve a variety of duties including cataloguing, reference, collection development, and supervision of support and student staff.

The Librarian III grade includes positions where the incumbent serves as head of a branch library, as associate head of a major division or department, or is responsible for the administration of a specialized collection or system-wide service.

Librarians IV are those responsible for the direction and supervision of a major division or department of the M.I.T. Libraries.

APPOINTMENTS AND TERMINATIONS

The Librarian staff also includes a number of professional positions requiring education and experience in fields other than librarianship.

Examples of positions in each of the preceding groups are provided below.

Librarian I and II
Cataloguer
Assistant Librarian (Barker, Dewey, Humanities, Rotch, Science)
Assistant Archivist

Librarian III
Associate Librarian (Barker, Dewey, Humanities, Rotch, Science)
Aeronautics and Astronautics Librarian
Head, Computerized Literature Search Service

Librarian IV
Head, Engineering Libraries
Head, Acquisitions Department
Head, Catalogue Department

Other Professional Positions
Archival/Manuscript Specialist
Records Management Officer
Registrar for Historical Collections

Salary range spreads for academic staff are wide, to provide ample salary movement within each classification. The maximum of each range currently exceeds the minimum by approximately 60 percent.

Academic staff appointments are normally for no specified term, and may be terminated for cause, including misconduct or unsatisfactory performance. They may also be terminated for lack of work of funds, or other operations reasons, with notice of lay off as provided in Section 3.26 and 2.40 of Policies and Procedures, and in the M.I.T. Personnel Policy Manual.

3.11 SELECTION PROCEDURE A search committee is established for each librarian staff opening. For positions below Library Council level, the search committee is composed of a member of the Steering Committee as chairperson, the head of the department involved, and from two to three persons from the Libraries' staff selected by the department head in consultation with the Associate Director. Other members of the search committee may include support, academic and administrative staff, faculty, and students. For positions at and above Council level, the Director of Libraries appoints the search committee.

The Associate Director initiates recruiting procedures (advertising and posting). The search committee is responsible for reviewing the position description, screening resumes, interviewing candidates, and recommending appointment to the Director of Libraries.

The final written recommendation, prepared by the Associate Director, includes a preferential list of choices, accompanied by documentation of the search procedure; number of applications with statistics on sex and race; credentials requested; candidates interviewed and reasons for the recommendations. The recommendation is submitted by the Chairperson of the search committee to the Director of Libraries. The Director then forwards the final recommendation to the Staff Appointments Subgroup of the Academic Council for Institute approval. See Appendix D.

3.12 AFFIRMATIVE ACTION PLAN The search procedures are conducted in accordance with provisions of the Libraries' Affirmative Action Plan for recruitment of women and minorities and for internal career development. The Libraries' plan conforms to the Institute-wide Affirmative Action Plan, which is periodically updated. The Institute's Affirmative Action Program is intended to expand efforts to guarantee equality of opportunity in employment and in education and to reduce under-representation and under-utilization of minorities and women at M.I.T. For all Institute categories of employment the objectives are to achieve a representation of women and minorities that is at least in proportion to their current availability and to provide new opportunities for career development which both stimulate and respond to their changing interests and aspirations. (See Section 2.24 of Policies and Procedures, and the M.I.T. Personnel Policy Manual for further information.)

3.2 PERFORMANCE EVALUATION In 1976, the Libraries initiated an experimental performance evaluation process. Since the time, the system has been modified, based on the experience of staff and supervisors. The sytem is administered by the Associate Director of Libraries who is charged with reviewing, assessing and updating the evaluation system and recommending changes in procedures to the Director of Libraries.

3.21 PROCESS Annual performance evaluations take place in January. Ordinarily, the librarian is evaluated by the immediate supervisor, but the librarian may request an evaluation by the department head as well as the immediate supervisor. Written evaluations are required of all newly-appointed Librarians I at six months. Written evaluations are required annually for all Librarians I. All librarian staff must have written evaluations at least once every three years, unless exemption is petitioned for and granted by the Director of Libraries. See Appendix E for the review forms.

3.22 NEWLY-APPOINTED LIBRARIAN STAFF For newly-appointed librarian staff, the first review is conducted at the six-month anniversary of appointment unless that date falls between December and February, in which case the annual review will serve as the librarian's six-month evaluation. (For information on termination as a result of unsatisfactory performance, consult Handbook section 3.1 and Section 2.40 of P&P.)

3.3 SALARY REVIEW The compensation for members of the staff of the M.I.T. Libraries is administered under the provisions of the "Staff Salary Administration Program" (See MIT Personnel Policy Manual, 8.2.2 for details). The annual review of Staff salaries is conducted in April of each year. Following the annual review guidelines and the overall allocation received from the Provost, each department head is assigned an allocation. Department heads make recommendations to the Steering Committee based on performance and professional growth. Steering Committee makes final determinations on salary increases and forwards them to the Provost. Salary recommendations for the Libraries' Staff are reviewed by the Academic Council's Review Committee along with those for the Administrative staff. Notification letters are distributed in June to each member of the Staff.

3.4 GRIEVANCE PROCEDURE The Libraries strongly encourage individuals to discuss their work situations and problems with their immediate supervisor. If resolution of a problem is not achieved, the Associate Director and/or the Personnel Officer for the Libraries should be consulted. As a third level of consultation, the staff member may take the problem to one of the Special Assistants to the President. (This procedure is outlined in full in Section 3.24 of Policies and Procedures, and in the M.I.T. Personnel Policy Manual.

PROMOTION A librarian is normally eligible for promotion to the Librarian II level after three years of service as a Librarian I. Early promotion is possible for those who have excelled in performance and who also have relevant prior professional experience. Normally this option may be considered when the librarian has been on the M.I.T. staff for two years. The library administration will notify department heads six months prior to a librarian's eligibility date. Responsibility for making promotion recommendations lies with the department head, who will evaluate the candidate in terms of established criteria and will forward written recommendations to the library administration for review and approval within one month of notification. Librarians under consideration will be given written notification by their department heads, one month prior to their anniversary date, of action taken in regard to their status. Librarians not recommended for promotion will be considered again at the next annual review or the next anniversary of the appointment, whichever comes first. At least six months must pass before this second consideration.

Criteria for promotion are closely related to the Performance Evaluation system. These cover the areas of 1) personal growth and development, 2) contributions to the library profession and 3) service to the community. See Appendix F for the full Criteria for Promotion.

Although librarians cannot be promoted to Librarian III and IV within the job description, when positions at the same or higher levels open within the system, internal candidates are encouraged to apply and must go through the same screening procedure as do candidates from other institutions. The Libraries' Classification descriptions (see Handbook Section 3.1) should be consulted for information on the functions, responsibilities, duties,and qualifications for the various classes of positions in the M.I.T. Libraries.

3.6 PERSONNEL ASSISTANCE AND PERSONNEL FILES

3.61 ASSOCIATE DIRECTOR is responsible for all professional personnel. Responsibilities in this area include overseeing the search process and serving as chair of certain search committees. The Associate Director should be consulted if the staff member and supervisor have a problem which cannot be reconciled. In addition, the Associate Director can provide job counseling and career guidance for members of the librarian staff.

3.62 OFFICE OF THE ASSISTANT DIRECTOR FOR ADMINISTRATIVE AND PERSONNEL SERVICES This office maintains staff records and provides interface with other Institute functions such as computation of vacation time, leaves, pay check problems, ID's and keys. Any requests for references for credit purposes should be referred to this office.

3.63 SPECIAL ASSISTANT TO THE PRESIDENT There are two Special Assistants who serve a broad function as resources to all members of the M.I.T. community. They also have specific responsibilities for minority affairs, inquiries and grievances, and as ombudspersons.

3.64 PERSONNEL FILES The Faculty and Academic Staff Records Office maintains only employment history information on the librarian staff. The Libraries' Office of the Assistant Director for Administrative and Personnel Services keeps the complete official files for all the Libraries' personnel. In addition, the supervisor may maintain a file including a copy of the librarian's resume, copies of letters of recommendation which the supervisor has written regarding the individual, and notes taken during meetings or evaluations. For the policy on the Release of Information and on Access to Personnel Files see Sections 3.6.2 and 3.6.3 of the M.I.T. Personnel Policy Manual.

3.641 Records Retention Policy. Only one copy of an individual's performance evaluation is to be kept. This copy is filed with the Libraries' Administrative Offices for the period of one year and shall be made available upon their request to the supervisor and/or staff member. The staff member may request that a copy of the evaluation be retained in the permanent personnel file. Otherwise, it is destroyed after the next review is conducted, with the exception of Librarians I for whom the two most recent reviews are retained. While the staff member may keep a personal copy of any evaluation, the supervisor is not to retain such copies.

3.7 STAFF DEVELOPMENT Staff development aims to expand the knowledge and skills of individuals and to enhance their personal growth. Such development should allow the staff member to perform the current tasks more effectively, to grow within the Libraries and to prepare for future responsibilities.

M.I.T. and the M.I.T. Libraries provide a framework of opportunities for development and encourage staff members to take advantage of them. It is the responsibility of staff members, however, to choose their own activities.

3.71 OPPORTUNITIES FOR STAFF DEVELOPMENT PROVIDED BY THE M.I.T. LIBRARIES

3.711 Orientation An Orientation Program is provided for new staff members by the Libraries' Administration. This program consists of a variety of administrative and departmental activities concerned with general personnel policies and with the specific job itself. Each new employee will receive from the Director of Libraries a letter of welcome along with a packet of materials relating to the Libraries and to M.I.T., including a checklist that outlines a new Library employee's activities for the first few months. Tours of all new departments and divisions are given periodically for all new staff and are strongly recommended as a way to get a comprehensive overview of the Library system.

3.712 Professional Meetings and Conferences Attendance at professional meetings and conferences is encouraged in several ways. Requests for professional leave to attend meetings should be cleared with respective supervisors and/or department heads. See the lottery and travel reimbursement sections below for further information.

3.7121 Travel Reimbursement Policy Budget limitations make full reimbursement for all meetings impossible. Guidelines have been established to provide some reimbursement for as many as possible. In general, reimbursement is limited to airfare and a maximum of three nights' hotel expense. See Appendix G of this handbook and the M.I.T. Personnel Policy Manual for more travel information.

3.7122 Lottery A lottery for a trip to professional conferences or meetings is held every spring. Staff members who have not as yet received financial support from the Libraries to attend a major conference or meeting are urged to take part in the drawing.

3.713 Professional Memberships Membership and active participation in professional organizations is encouraged.

3.714 Committee Participation Staff have the opportunity to volunteer to serve on certain committees (like the Staff Development Committee) depending on the charge of the committee. Librarians who are interested should make this interest known to their department heads and/or the Director of Libraries.

3.715 Library Staff Association (LSA) All persons employed by or under the supervision of the M.I.T. Libraries, with the exception of student assistants, are members of LSA. The LSA is an educational and social organization with the following objectives: 1) to promote the welfare and mutual understanding of the staff of the M.I.T. Libraries, 2) to provide a training ground in group leadership, and 3) to aid in the professional advancement of members.

3.716 Internal Communication Several mechanisms are used in an attempt to keep librarian staff informed of activities within the library and the profession.

3.7161 Librarian Staff Meetings These are held once a month, and provide an opportunity for the staff to hear reports by the Director of Libraries and other speakers on activities and state-of-the-art topics.

3.7162 Library Notes This is the monthly library newsletter. It regularly includes news of library developments, reports on library conferences, and staff news. It is produced in the Office of the Director of Libraries.

3.7263 Professional Job Notices Positions at M.I.T. and other local employment opportunities are posted in the departments and divisional libraries. Local and national openings are listed in Library Notes and filed in the "Non-M.I.T. Librarian Positions" notebook on the ready reference shelves in the Humanities Library.

3.7164 Library Literature There is a list of library journals that are routed to staff. By making a request to their department heads, staff members may check off on the list which journals they wish to see. The library and information science materials fall under the collection responsibility of the Humanities Library. A great amount of management and personnel material is acquired by the Dewey Library and Industrial Relations Collection.

3.7165 Committee Reports Committee reports and recommendations are routed to staff after they have been seen by the Library Council. Minutes of standing committees and Library Council are routed directly to staff.

3.717 Boston Library Consortium Activities Activities of the BLC are publicized by the Libraries. Staff are encouraged to attend; requests for time off to attend should be cleared with respective supervisors and/or department heads.

APPENDIX D

The Libraries
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

Office of the Director
Room 14S-216
(617) 253-5651

M.I.T. LIBRARIES POLICY FOR FILLING ACADEMIC STAFF VACANCIES

When a vacancy or new position occurs, the Department Head will forward a position description to the Associate Director of Libraries.

A search committee will be established for each professional opening and will be responsible for reviewing the position description, screening resumes, interviewing candidates, and recommending appointment.

The Associate Director will initiate recruiting procedures (advertising and posting). The search procedure is as follows:

1. Regular sources used for all library staff positions:
    - Internal library posting
    - Listing in *Tech Talk* "Positions Available"
    - Notification to M.I.T.'s Special Assistants to the President
    - Notices to placement offices of all accredited library schools in the Northeast (New England, New York, New Jersey, Pennsylvania, Maryland, Washington, D.C.) plus selected schools in the rest of the country
    - Notice to Atlanta University School of Library Service, a predominantly Black school
    - Notices to Harvard University Libraries and to members of the Boston Library Consortium
    - Listings at the Placement Referral Service, Massachusetts Board of Library Commissioners, Boston; Jobline of the New England Library Board; National Registry for Librarians, Chicago
    - Notices to American Library Association affiliated groups: Black Caucus, Asian-American Librarians Caucus, Chinese-American Librarians Association, National Association of Spanish-Speaking Librarians, Task Force on Women
    - Advertisement in the *Chronicle of Higher Education*
    - Personal contact with minority librarians in major administrative positions in academic and research libraries
2. Special sources for advanced level positions and for those positions requiring certain subject specializations:
    - Advertisements in the *LJ/SLJ Hotline*; *College and Research Libraries News*; *American Libraries*
    - Notices to all member libraries of the Association of Research Libraries
    - Notices to professional associations, institutions, and publications in the subject area pertaining to the search
    - Notices to placement offices of all accredited library schools in the United States and Canada

The Search procedure will be in accordance with provisions in the Institute and the Libraries' Affirmative Action Plans for recruitment of women and minorities and for internal career development.

APPENDIX D

M.I.T. Libraries Policy for Filling Academic Staff Vacancies

For positions below Council level, the committee will be composed of the Associate Director as ex officio chairperson, the head of the department involved, and from two to three persons from the Libraries' staff to be appointed by the department head in consultation with the Associate Director. Members of the search committee may also include bi-weekly, exempt, academic and administrative staff, faculty, and students. For positions at and above Council level, the Director will appoint the search committee.

The written recommendation, prepared by the Associate Director, will include a preferential list of choices accompanied by documentation on the search procedure; number of applications with statistics on sex and race; credentials requested; candidates interviewed; and reasons for the recommendations. The recommendation will be submitted by the chairperson of the search committee to the Director. The recommendation will then be forwarded to the Provost and the Staff Appointments Subgroup of the Academic Council for Institute approval.

Revised
9/22/80

APPENDIX E

M.I.T. LIBRARIES PERFORMANCE EVALUATION SYSTEM

A. Policy
  1. Objectives
  2. Administration
  3. Reporting Period
  4. Participants
  5. Form
    a. Written vs. Oral
    b. Evaluation Forms
  6. Record Keeping
    a. Retention
    b. Access

B. Procedure

A. Policy

1. Objectives

a. Help librarians grow and improve in their present job assignments, in self-development, and in setting appropriate goals for future growth.

b. Provide librarians with an assessment of the quality of their performance.

c. Assist in the determination of salary recommendations.

d. Strengthen communication and understanding between librarians and their supervisors.

e. Contribute to the identification of candidates for promotion.

2. Responsibility for Administration.

The performance review system and procedures will be administered by the Associate Director of Libraries in consultation with Steering Committee and others as appropriate. The system will be continuously reviewed, assessed, and updated.

3. Reporting Period

a. A performance evaluation of the librarian and equivalent staff will be conducted during the month of January.

b. All newly-appointed librarians will be evaluated on the six-month anniversary of appointment, unless the anniversary date falls within one month either way of the January review. In this case, the six-month review will coincide with the regular January review. Subsequent evaluations will be made at the time of the regular annual review.

4. Participants

Ordinarily, librarians will be evaluated by their immediate supervisors. In some situations, the librarians may be evaluated, at their request, by more than one supervisor, for example, the immediate supervisor and department head.

5. Form

a. The performance evaluation may be written or oral, at the option of the librarian being reviewed, except as follows:

i. Newly-appointed librarians must have written evaluations at the six-month anniversary of appointment.

ii. Librarian I's must have written evaluations until promotion to Librarian II has occurred.

iii. All librarians must have written evaluations at least once every three years unless exempted by the Associate Director of Libraries.

b. The forms used will be prepared by the Associate Director in consultation with others as appropriate; the forms are subject to change and modification to reflect experience with the process. The following forms are currently in use (samples are attached):

Part I.	Review of Accomplishments	(Librarian)
Part II.	Goal-Setting Statement	(Librarian)
Part III.	Performance Evaluation	(Supervisor)
Part IV.	Interview Summary Sheet	(Librarian and Supervisor)

6. Record Keeping

a. Written performance evaluations will be retained in the Director's Office for one year. The last two written evaluations for Librarian I's will be retained. Supervisors will not keep copies in their files. At the request of librarians, the written evaluations may be made a part of their permanent personnel files.

b. Access to the written evaluations is limited to the individual, the immediate supervisor and/or department head, and the Library administration.

B. Procedure

1. The forms and explanatory memoranda will be prepared by the Associate Director and distributed to Department Heads by the end of December each year. Department Heads will distribute them to each librarian on their staff.

2. Each librarian will notify the supervisor as soon as possible of the nature of the evaluation (i.e., oral or written). Librarians seeking exemption from the mandatory three-year written evaluation should address a request in writing to the Associate Director stating the reason for the request.

3. Interviews will be scheduled by the supervisor; it is suggested that at least an hour for each interview be allowed.

4. Each librarian and supervisor completes forms or prepares for oral discussion. Written forms are exchanged the day before a scheduled interview.

5. Oral interview will be held; the Interview Summary Sheet will be signed for oral as well as written evaluations.

6. All forms will be forwarded by the Department Head to the Associate Director.

4 August 1982

M.I.T. LIBRARY STAFF PERFORMANCE EVALUATION Name______________________________

Part I.

REVIEW OF ACCOMPLISHMENTS--LIBRARIAN

This part provides an opportunity for the staff member to describe accomplishments during the past year including goals achieved, special projects, and increased responsibilities. The staff member may comment on how improvements can be made and where additional assistance or guidance in this job might be given; also a review of the supervisor by the librarian may be included here. A second portion of the review might describe professional activities including education during the year, special library or Institute assignments, active membership in professional organizations, offices held, research, and publication.

____
Librarian

M.I.T. LIBRARY STAFF PERFORMANCE EVALUATION Name______________________________

Part II.

GOAL-SETTING STATEMENT--LIBRARIAN

The librarian should describe goals for the coming year for regular assignments, special projects, and professional development.

____
Librarian

M.I.T. LIBRARY STAFF PERFORMANCE EVALUATION Name______________________________

Part III.

PERFORMANCE EVALUATION--SUPERVISOR

This part is a review of the librarian's performance and is prepared by the supervisor concurrently with the librarian's preparation of Parts I and II. The following areas may serve as guidelines where appropriate:

1. Initiative. Comment on ability to act decisively, effectively, and at appropriate times; to be resourceful in dealing with complex as well as routine situations; and to anticipate needs and take necessary action without being directed to do so.

2. Judgment and decision-making. Comment on the librarian's ability to consider the short-term, long-term, and system-wide consequences of decisions made; and to apply good judgment in work situations.

3. Professional development. Consider activities over and above the regular job assignment that have had a bearing on the librarian's professional growth.

4. Professional knowledge. Consider knowledge of bibliographic resources and ability to use these effectively in order to implement job responsibilities and policies of the library.

5. Quality of work. Consider the degree of excellence of a completed assignment in view of the amount of time and effort expended; also consider thoroughness in following to completion.

6. Quantity of work. Comment on ability to plan, organize, and schedule work; to set and meet realistic performance goals; to carry work load involving varied and concurrent activities; and to handle special assignments.

7. Relations with other people; communications. Comment on ability to build and maintain good relations with colleagues and library clientele; to cooperate with members of own and other departments; to respond positively to criticism; and to communicate effectively with supervisor.

8. Supervisory skills. Comment on ability to select, place, and train personnel; to assist and to delegate work; to define authority and responsibility; to guide and lead; to produce an effective working team; to conduct objective performance appraisals; and to promote and encourage staff development.

M.I.T. LIBRARY STAFF PERFORMANCE EVALUATION Name________________________________

Part III.

____
Supervisor

M.I.T. LIBRARY STAFF PERFORMANCE EVALUATION

Part IV.

INTERVIEW SUMMARY SHEET

May be used to indicate any changes or objectives agreed upon.

[Signed]

Librarian______________________________ Supervisor____________________________

Date________________________________

Indicate here if these forms are to be retained in the librarian's permanent personnel file:

Appendix F

M.I.T. Libraries
CRITERIA FOR PROMOTION

Personal Growth and Development

Candidates for promotion must have demonstrated a continually increasing capacity to assume responsibility and have carried out competently and independently the range of library functions pertaining to their particular assignments.

During the annual librarian performance evaluation, the following factors are considered in reviewing librarians' performances: initiative, judgment, professional knowledge, quantity and quality of work, relations with other people, and supervisory skills. When librarians become eligible for promotion, these same factors will be considered both in terms of overall quality of performance and improvement over time.

Contributions to the Library Profession

Members of the librarian staff are expected to demonstrate a commitment to their field through a variety of formal and informal means. These include, but are not limited to: participation in professional organizations, continuing education, service on library committees, scholarly research, teaching, publication, and consulting.

Service to the Community

Librarians are encouraged to participate in community activities both within and outside the Institute. Examples of such service include: participation on Institute committees and in special Institute programs, membership on external committees as a representative of the Institute or of the Libraries, and contributing professional expertise to public concerns.

1/13/78

APPENDIX G

The Libraries
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

Office of the Director
Room 14S-216
(617) 253-5651

M.I.T. LIBRARIES TRAVEL REIMBURSEMENT POLICY

The Libraries encourage professional growth of its librarian and support staff through membership and participation in professional organizations and attendance at professional meetings, seminars and conferences. Budget limitations make full reimbursement for all meetings impossible. The following guidelines are to facilitate attendance at meetings by providing reimbursement for travel expense for as many staff members as possible.

Transportation (least expensive fare available) will be funded and expenses up to $200 will be reimbursed. These expenses may include registration fees, hotel accomodation, ground transportation but not meals. Staff members with committee obligations which extend beyond the three-day period may petition for partial reimbursement for the additional nights' accommodation.

Travel to locations within convenient (50 miles) distance to Boston will normally not be reimbursed. Trips within New England requiring the use of personal automobiles will be reimbursed on a per-mile basis at the standard M.I.T. rate of 20¢ per mile. Carpooling is encouraged.

Foreign travel or trips to locations outside Canada and the continental United States will generally not be reimbursed.

Priority will be given to staff members with official obligations at meetings (paper presentation, committee membership).

Trips requested by the Director in the line of job responsibilities will be fully reimbursed, including meals.

Support staff will be eligible for reimbursement to attend appropriate meetings under the same guidelines.

Reports on trips will be required. These can be in the form of written reports or oral reports to open staff meetings. The written report or talk shall be submitted/presented within one month of the trip.

In order to receive reimbursement, the appropriate forms along with all applicable receipts must be submitted within one week of return. Only those expenses which have received prior authorization will be reimbursed.

Library staff members who attend meetings at the request of, or under the auspices of other academic or administrative departments of the Institute, generally will not be eligible for reimbursement of expenses by the Libraries.

Applications, in writing, should be submitted in advance of the proposed trip to the Department Head who will forward them to the Associate Director for approval.

12/7/82

APPENDIX H

STAFF REPORT OF OUTSIDE PROFESSIONAL ACTIVITIES AND INTERESTS, June 1981 - May 1982

Department or Laboratory________________________ Name ________________________

I **Summary of outside professional activities and interests** (Please report uncompensated and compensated activity, but not amounts of compensation - consulting, teaching, board memberships, professional society committees, etc. Include any company or other organization in which you have substantial financial interest or managerial responsibility. Describe your relationship as well as any business relationship known to you which the organization may have with M.I.T.)

Company or Organization	Nature of Work or Relationship	Approximate Time Spent per Year

II Considering the Institute policy on conflict of interest, in your view, have any of the relationships reported above the potential or appearance of a conflict of interest? If so, please describe.

112

____
Signature

YALE UNIVERSITY LIBRARY

STAFF DEVELOPMENT

December 15, 1980

The goal of the staff development program is to improve the performance of both the organization and the individual. By "organization", we refer both to the Library and to the University. This continuing effort guides and encourages staff to develop those skills and abilities which are relevant to organizational needs. The organization and the individual share in the responsibility and the commitment to training and development be[illegible]e both benefit from such a program. The purposes of the program are to meet staffing and operational needs of the organization while assisting the staff member to develop and achieve personal aspirations. Staff development can include some elements of continuing education, which may be defined as those activities contributing to an individual's lifelong personal and professional development. However, because staff development is directed toward organizational goals, it is distinct from continuing education.

The University and the Library make training in three areas available to staff members:

1) Training that is directed to improve knowledge, skills and attitudes in the individual's current position
2) Training that may not be directly job related but that improves the individual's potential for promotion to another Library or University position
3) Training that fosters personal and long range development.

It should be recognized that the objectives of these three areas overlap.

Programs in the first category, which are the responsibility of the organization, are normally carried out during working hours, while programs in the last two categories can involve additional commitments of time and money by the individual.

The University provides such support as tuition assistance, auditing of University courses and 24 hours per year of released time for training. The University staffs a Training Office which offers both job-related programs and developmental programs.

Among the factors that contribute to the climate that fosters staff development are the availability of the option for flexible scheduling, the widely distributed job listing of vacancies and promotional opportunities in the Library and the University, and the organization of most library jobs into families to show career paths.

For the purpose of designing and implementing programs directed specifically to Library needs, the Library created the position of Staff Development Coordinator in 1975. An important example of such a program was a workshop to develop supervisor's skills in the evaluation of performance. Moreover, the Staff Development Coordinator in conjunction with the University Training Office developed programs of broad University relevance, such as "Management Leadership", the "Role of the Supervisor", and "Job Instruction Training". The Library sponsors an annual Forum series, provides subsidy for attending professional meetings, makes available the opportunity for a three month paid research leave, encourages the arrangement of job rotation or exchange within the Library system, appoints staff to challenging committee and task force assignments, and runs a series of orientation lectures, tours and demonstrations for new staff. Career counseling has been a regular feature of staff development. It is now being emphasized with the establishment of regularly scheduled counseling hours.

Additional elements affect the climate for staff development. For example, performance reviews on the anniversary of an individual's employment provide an opportunity to examine future goals and development. The two track system for the promotion of librarians allows an advancement path that runs parallel to the one that requires increased administrative responsibilities. The annual update of each staff member's personnel file to show additional training and development provides a basis for recommendations for new job assignments.

Each department has responsibility for on-the-job training of staff and for the preparation and updating of procedural manuals for work carried on in the department. In addition, several departments have prepared training programs relevant not only to their own work but also to the work of other library units. These include "Filing Rules", "Binding Workshop", "Searching in the RLIN Database", and currently, an introduction to new cataloging rules.

Staff members have also contributed by planning brown bag lunch sessions to share and explore issues in librarianship. The Group of Reference Librarains (GRL) was one such group. Similar sessions have been scheduled after meetings of the American Library Association.

The individual, the University and the Library share responsibility and commitment to staff development and benefit from it. Staff development programs can improve overall organizational effectiveness and strengthen the capabilities of the individual staff member involved.

dsr

University of California, Riverside
University Library

ADMINISTRATIVE MEMORANDUM NO. 46

Revised
October 6, 1981

EMPLOYEE DEVELOPMENT PROGRAM
(Staff and Academic)

The UCR Library has established an ongoing commitment to employee development as part of its organizational goals and objectives. To reemphasize the existing opportunities for employee training and development and to set forth a more comprehensive plan, the following outline lists elements of employee development programs. This outline will provide the framework against which appropriate plans, goals, and objectives can be drawn and necessary programs and related policies developed and implemented. (Attachment "A" is a chart which categorizes employee development.)

I. COMPONENTS OF EMPLOYEE DEVELOPMENT

A. Orientation for New Employees

1. Self-Guided Tour (Slide Programs Optional)
2. Tour of Library (Coordinated by Library Personnel Office)
3. Coffee with Staff (Coordinated by Library Personnel Office)
4. UCR Library Staff Employee Handbook (To be published October, 1981)
5. Department Orientation (As established by individual departments)
6. Manual of Policies and Guidelines for Part-Time Employees

B. Continuing Awareness, Skill Development, and Enrichment

1. Work Performance Evaluations
2. On-the-job Training - Initial Learning of Assignment and Skill Development
3. Cross Training
4. Campus Training Programs
5. In-Service Training - Expanded Skill Development within Department
6. Workshops
7. University Classes/Extension Classes
8. Conferences/Seminars
9. Instruction Manuals, Departmental Manuals
10. Staff Meetings
11. Bulletin Boards
12. Assignment to Library Committees

C. Written Information for Learning and Consulation

1. Administrative Memorandum Manual
2. Staff Personnel Manual
3. Academic Personnel Manual
4. Administration Office Reading Shelf
5. Training Field (Located in Staff Room, General Library)
6. UCR Bulletin
7. Extension Bulletin
8. Public Services Referral Manual
9. Department/Unit Manuals
10. Manual of Policies and Guidelines for Part-Time Employees

D. Employee Recognition Program

1. University Librarian's Service Award
2. University Service Pin
3. Departmental Recognition (As defined by department)
4. Special Performance Award

II. IMPLEMENTATION. ACADEMIC AND STAFF.

A. Coordination of Program

1. Academic. The University Librarian coordinates professional development for Academic Librarians. Annually, the Supplement to Biography (Form B) statement concerning future goals and objectives is reviewed by the UL and the supervisor. Annual requests for travel (workshops, seminars, professional meetings, etc.) are reviewed and approved by the UL during budget preparation. Department Heads coordinate with the UL on other requests for training and development for Academic Librarians.

2. Staff. The Library Personnel Officer is responsible for coordinating the Employee Development Program for the Library staff employees. Policy and procedure is to be developed and implemented for each component once approved by the University Librarian.

B. Employee Responsibility. Academic and Staff.

Each employee of the Library is responsible for completing an individual Employee Development Plan for staff or a Supplement to Biography for Academic Personnel for Librarians. All employees are responsible to follow policy and procedure as established; to make reports on travel as requested; and, to attend training as directed.

C. Consulting and Advising.

1. Academic. The University Librarian and/or the Department Head will provide consultation and advice on professional development for Librarians.

2. Staff. Upon request, the Library Personnel Office will provide consultation for any Library employee and advise when possible concerning individual development.

   Each supervisor is responsible to review employee development with their staff on an annual or more frequent basis as deemed appropriate.

D. Forms, Records, Evaluation, Approval. Academic and Staff.

The Library Personnel Office is responsible to develop and provide training and development forms for Library employees. This office maintains records concerning development for all employees.

Reviews and approvals of training plans and requests are processed through the normal chain of command through supervisor, department head, Library Personnel Officer, and University Librarian, as established by procedure. As required, certain requests are sent forward for approval by the Campus Personnel Manager.

III. POLICIES FOR EMPLOYEE DEVELOPMENT PROGRAM

A. Purpose

The purpose of these policies are to provide University employee the opportunity to take courses, attend workshops and training programs, etc., to improve and expand performance in present job and/or to assist them in obtaining advancement.

B. Objectives

1. To actively encourage Library employees to participate in the University's Employee Development Program.
2. To assist Library employees in preparing and implementing meaningful, practical and enriching development plans.
3. To provide opportunity for economically or educationally disadvantaged employees to grow and advance.
4. To provide counselling and knowledgable evaluation of training programs offered on campus.
5. To provide opportunity for supervisors to evaluate all phases of the development of their employees.
6. To provide a complete record of employee development efforts in Library Personnel files.
7. To provide tools for Library Management to direct and evaluate the effect of release time for development, (1) on the work load; (2) other staff members; (3) budget planning, etc.

C. Library Policy

1. Employee development participation is actively encouraged according to the guidelines established in the Staff Personnel Manual Section 260.
2. Each employee who participates in employee development in any phase shall have an approved Library Employee Development Plan on file in the Library Personnel Office.
3. Approval of the overall Library Employee Development Plan does not necessarily constitute a continuing commitment on the part of the Library.

4. Approval of a specific course or other employee development activity does constitute a commitment for the duration of the course of activity. The employee is obligated to report to the supervisor any change or circumstance which may affect the terms of the commitment. (Such changes include hours of the course, cancelled sessions, withdrawal, etc.)

5. Employee development participation is considered in each employee's annual review process and on an ongoing basis according to established procedures and criteria. (See Administrative Memorandum No. 8 "Review for Staff Employees".)

6. The University Librarian must approve time off during scheduled work hours.

7. Time off with pay for working toward an academic degree may be a legitimate part of an approved Library Employee Development Plan. (Course requests are evaluated according to work related guidelines.) Blanket approval of all requests to work toward a degree is not appropriate.

D. Library Procedures

1. Library Employee Development Plan and Approval.

   a. The Library Personnel Officer distributes Library Employee Development Plan form #1 (Attachment "B") to each staff employee to complete if he/she has taken or plans to take advantage of employee development opportunities documented in the University Personnel Manual during the course of the current fiscal year.

   b. The employee discusses plan with supervisor and Library Personnel Officer.

   c. Supervisor forwards his recommendation to the Line Officer, who adds his own recommendation and forwards to Library Personnel Office.

   d. If employee's development plan will involve substantial or long-range time off with pay, payment off fees, or other extensive training, plan must also be approved by the University Librarian and Campus Personnel Officer.

   e. After approval, plan is retained in Library Personnel file, and may be ammended or updated in consultation with the Library Personnel Officer.

2. Types of Development; Funding and Support.

Campus Personnel Policy No. 260 classifies three types of employee development. The category of the request submitted is based on the judgment of the University Librarian and, if necessary, in consultation with the Campus Personnel Manager.

a. Position-related Programs. These programs are directly related to work assignments or conditions of the employee's current position.

b. Career-related Programs. These programs are related to the development of skills, knowledge, and other qualifications which prepare an employee for additional assignments or positions within the University for which the employee, in the judgment of the department head (University Librarian) has some reasonable chance of attainment.

c. Educational Enrichment Programs. These programs are related to an employee's avocation or career talents outside the University and are not related to University positions for which an employee might, in the judgment of the department head (University Librarian), be an effective competitor.

d. Release Time, and/or Fees, Travel, Subsistence, etc. may be granted by the department head (University Librarian) based on type of employee development requested (as indicated in the above categories), and according to the Library procedures listed below, Nos. III-3, 4, and 5.

3. University of California courses and other educational or outside training course.

An employee who meets admissions requirements may enroll in regular work-related University courses, or University Extension programs or courses offered by other educational sources during scheduled working hours if:

a. Full-time career employee who has successfully completed probationary period of employment.

b. Request is part of approved Library Employee Development Plan.

c. Each request is reviewed by supervisor and Line Officer, and their recommendations are forwarded to University Librarian and Campus Personnel for final decision.

d. A regular status employee in a career position who meets the admission requirements of the University of California is eligible for two-thirds reduction of the University Registration Fee and the University Educational Fee for up to nine units or three regular session University courses per quarter, whichever is greater. Employee must fill out "Employee Reduced Fee Enrollment Application", secure his/her supervisor's and Line Officer's signature and submit it to the Library Personnel Office for approval by the University Librarian.

Note: If work load does not permit time off during scheduled working hours, adjusted work schedule of equivalent hours or with reduced pay may be arranged.

4. On Campus training and development programs.

   Time off with pay during scheduled work time may be approved for work-related programs if:

   a. Part-time or full-time career employee.

   b. Request is part of approved Library Employee Development Plan.

   c. Each request is reviewed by supervisor and Line Officer, and their recommendations are forwarded to University Librarian and Campus Personnel Office for final decision.

   Note: Newly appointed supervisors are required to attend supervisory training programs offered on campus. Periodic refresher supervisory training workshops will be offered in-house and by the Campus Training Office.

5. Participation in training or professional conferences, associations, seminars or educational workshops.

   a. Time off with pay during scheduled work hours requires review by the supervisor, Line Officer, and approval by the University Librarian.

   b. Costs of required participation will be reimbursed by the Library; costs of voluntary participation may be reimbursed at the discretion of the University Librarian.

6. Employee development programs not job related.

   Time off during scheduled work hours must be of the following:

   a. Adjusted work schedule of equivalent hours.

   b. Time off with pay.

   c. Each request is reviewed by the supervisor and Line Officer, then approved by the University Librarian.

7. Procedure for requesting employee development courses, workshops, etc.

   a. Fill in appropriate blank on "Request for Employee Development courses, workshops, etc." Form #2 (Attachment "D") for each course, training and development program or workshop, etc. and any enrollment forms necessary.

   b. Provide justification of request in brief narrative form.

   c. Sign and forward to immediate supervisor.

d. After approval by University Librarian, appropriate University forms will be forwarded to employee from Library Personnel Office.

Note: Information regarding reduced fees and/or reimbursement for seminars, workshops, etc. available from Library Personnel Office.

E. Library Records

1. All employee development participation as described above is recorded on Library Employee Development Plan, and copies of any Employee Development Certificates are maintained in Library Personnel Office. Courses or workshops taken outside work hours for personal enrichment can be recorded on the plan at the option of the employee.

2. The Library Personnel Officer maintains an information file of on-campus training and development programs.

F. Library Evaluation

1. Library Personnel Officer acts as advisor/counselor to University Librarian, Line Officer and staff member on the appropriateness of employee development participation requests.

2. Supervisor coordinates feedback about participation from employee after completion of each employee development activity. This feedback will include discussion with the employee and may include group sessions or a written report.

3. Supervisor and employee annually review Employee Development Plan to update and revise it and to evaluate the year's participation in employee development activities. The evaluation process will include discussion with the employee and may include written comments by the supervisor. Consultation with Library Personnel Officer may be appropriate.

4. The evaluation of the Employee Development participation will be incorporated into the performance evaluation process.

ATTACHMENT "A"

CHART ON EMPLOYEE DEVELOPMENT

REQUIRED TRAINING

.Release time given
.Library paid
.Approval: Supervisor
Dept. Head
University Librarian

IN-HOUSE TRAINING

.Release time
.Library paid
.Approval: Supervisor
Dept. Head

WORKSHOPS/CONFERENCES/SEMINARS

.Release time if job related
.May be paid by Library and/or employee
.Approval: Supervisor
Dept. Head
University Librarian

CAMPUS TRAINING

.Release time
.Campus sponsored
.Approval: Supervisor
Dept. Head
Univ. Librarian
Campus Personnel

ACADEMIC COURSES

.Release time if job related
.Paid by Employee only (may request reduced fee)
.Approval: Supervisor
Dept. Head
Univ.Libr.

LIBRARY REQUIREMENTS

Academic

- University Librarian coordinates Academic Librarians' professional development program and consults with and advises Librarians.

Staff

- Personnel Officer coordinates entire program.
- Personnel Officer provides consultation and advice.
- Supervisor/Dept. Head review development plan and employee development and consult with employee during review or otherwise as necessary.
- Library Administration provides resources as appropriate.
- Library Administration establishes policies and procedures within context of stated employee development philosophy.

EMPLOYEE REQUIREMENTS

Academic

- Files professional goals and objectives annually on Supplement to Biography (Form B)

Staff

- Files employee development plan with Personnel Office.
- Responsible for reading and being knowledgeable of policies and procedures.
- Responsible for attendance at required training as directed.
- Responsible to report on training/seminars/
- conferences as requested.

ATTACHMENT "B"

Library Form 1

University of California, Riverside
Library Employee Development Plan

Date: ____________________

Name ____________________ Department ____________________

Classification ____________________ Supervisor ____________________

Educational Background ____________________

Present position (brief description of duties)

Statement of career goals (performance improvement and/or promotion)

Approved

____________________ Supervisor/Line Officer

____________________ University Librarian

Documentated Participation

(FOR LIBRARY PERSONNEL USE ONLY)

Courses (on campus/extension
off campus, etc.)

Name of Course	Date & time off	Proof of acceptable course completion (as appropriate)

On-site training
(Library or campus)

Name of Program	Date and time off	Comments:

On the job training (rotating special assignments, cross training)	Date and time off	Comments:

Other (seminars, conferences, workshops, etc.)	Date and time off	Comments:

ATTACHMENT "C"

PLEASE TYPE

EMPLOYEE REDUCED FEE ENROLLMENT APPLICATION

NAME________________________________ TITLE____________________

DEPARTMENT__________________ CAMPUS PHONE #__________ STUDENT I.D. #_______

I REQUEST TO ENROLL IN THE FOLLOWING COURSE(S) IN THE ______________ DEPARTMENT:

____

____

Course Name and Course Number   Day(s) of Class   Hour   Units

This course is: ☐ position-related ☐ career-related ☐ educational enrichment

__________ Time off to be made up by adjusted work Schedule

__________ Time off to be charged to accrued vacation

__________ Pay to be reduced

__________ Time off with pay (must be position-related or career-related)

__________ Other (explain)

I UNDERSTAND THAT MY ENROLLMENT UNDER THE REDUCED FEE ENROLLMENT IS SUBJECT TO THE FOLLOWING:

1. I have been admitted as a regular session student at the University of California.
2. I am a career employee and have completed my probationary period.
3. I am enrolling in regular session courses totaling no more than 9 units or 3 courses.
4. I am not eligible for the services of the Student Health Center, Gymnasia, and Counseling Center.

____

Employee Signature   Date

- -

APPROVALS:

____

Chair or Department Head

____

Supervisor

PERSONNEL OFFICE APPROVALS:

____

Fee Waiver

____

Time off with pay

MAIL TO PERSONNEL OFFICE

Distribution:	White - Personnel	Blue - Registrar
	Green - Graduate Div.	Canary - Student Health
	Pink - Retained by Dept. (after approvals)	Goldenrod - Employee

University of California, Riverside-Library
REQUEST FOR EMPLOYEE DEVELOPMENT
COURSES, WORKSHOPS, ETC.

Name of Employee ______________________

Department ______________________

Job Classification ______________________

TYPE OF COURSE: (Circle One)

A. University/College/Extension Course
  1. ______________________ Univ./College where course is taken
  2. ______________________ Number of Units
  3. ______________________ Is Fee Waiver or Reduced Fee requested?

B. Campus Training and Development Programs

C. Training & Professional Conferences, Workshops, Etc.
  1. ______________________ Name of organization giving session
  2. ______________________ Registration Fee

Course Title ______________________

Release Time Requested (Date & Time) ______________________

Is altered work schedule requested? ______________________
(Attach copy of Request and approval by supervisor and Line Officer)

No. of hours release time per week ______________________

Justification:

Employee Signature ______________________ Date ______________________

Approval of Immediate Supervisor ______________________ Date ______________________

Approval of Line Officer ______________________ Date ______________________

Approval of University Librarian ______________________ Date ______________________

After approval of Line Officer, please send this form to the Library Personnel Officer.

Description and Analysis of Programs

CHAPTER SEVEN: THE LIBRARIES' PROGRAM FOR STAFF DEVELOPMENT

INTRODUCTION

For the purpose of this study, the Task Force on Staff Development defined their topic as the processes used to guide and encourage staff members to develop their skills and capabilities on a continuing basis in order to mutually benefit the individual and the organization. To effectively study this important subject, the Task Force reviewed pertinent books and documents on the philosophy of staff development, designed and distributed a questionnaire (see Appendix 7.0) to a random sampling of the Pennsylvania State University Libraries staff, and conducted interviews with key administrators, department heads, and selected staff members.

The following elements were considered in evaluating current practices:

1. Orientation
2. On-the-job training
3. In-service training
4. Conferences, workshops, etc. sponsored by the University and other institutions
5. Academic course work
6. Promotional opportunities
7. Sabbaticals and leaves with or without pay
8. Permanent and/or temporary transfers to other areas in the Libraries
9. Performance evaluation

Responsibility for staff development ideally lies both with top management and with the staff. Management should be responsible for providing opportunities for development as well as creating an "atmosphere" in which self-enrichment and development of individual potential can thrive. Individual staff members should recognize the need for continual self-improvement and pursue that goal by self-study and participation in organized workshops, conferences, and related course work.

CURRENT PRACTICES

The MRAP Manual suggests that "To be successful, the staff development program must have the support of the top library administration, be compatible with organizational goals, and be clearly defined as an integral part of the library program."[1] In addition, it states, "Regardless of the nature of formal organizational support, every professional librarian has a responsibility to develop his own capabilities. Supervisors have the additional responsibility of developing the capabilities of the staff whom they supervise."[2]

At present, a large number of staff perceive that the Libraries system is lacking in the performance of its proper functions because staff development is not defined as an integral part of its program. The Libraries administration supports individual development only in that it provides an atmosphere conducive to such development. Individual development must relate to the goals of the organization but the administration does not exert much effort in that direction.

The Staff Development Task Force found that no overall coordination of staff development activities presently exists. Several factors may have contributed to this lack of coordination. There has been no concerted effort to assess needs, and the administration appears to be committed to the ad hoc manner of providing staff development activities. Although the ad hoc method allows for innovation, the initiative needed to channel these ideas through the levels of administration for approval may be a deterrent to staff development, and in some cases, cause duplication of effort. The Task Force's questionnaire revealed that even though a small percent indicated so (7% of those responding at University Park), some staff members (at all levels) were not informed of Libraries in-service programs in units outside their own in time to participate. It appears, then, that at least a few are being deprived of an opportunity to develop themselves due to a lack of coordinated effort on the part of the Libraries.

The responsibility for developing the capabilities of the staff has therefore fallen on the supervisors--primarily the department heads -- and their response is typified by the ad hoc, need-to-know method of operating.

A. Orientation

Library-wide orientation for new employees at University Park is organized and coordinated by the Personnel Office in Pattee. The effort is intended to provide an overview of library operations; but, orientations are presented only when "enough" new employees can be grouped to make the program "worthwhile." Faculty and staff are given a more in-depth orientation than are clericals. At least one department head provides an individually designed orientation for new faculty. In another department, periodic "orientations" are given to keep all staff informed of the changes occurring in the various units within that department. The questionnaire revealed that 63 percent of all responding employees at University Park had received an orientation; only 9 percent did so at the Commonwealth Campus Libraries (but presumably it is not so necessary because of the size of their operations). A need was expressed, however, from CCL staff to know "more about Pattee".

B. On-the-job training

The training of employees to perform the specific duties required of them is solely the responsibility of the department heads. As new employees, 79 percent (33 percent for CCL) of the staff, at all levels, said they received specific training to meet the needs of their present jobs; 79 percent (50 percent CCL) felt it was adequate. Training beyond the initial stage appears to be of the ad hoc, need-to-know type. A few departments have people specifically assigned to be trainers. It is interesting to note that 72 percent (70 percent CCL) of the staff, at all levels, felt they needed some type of either continuous (23 percent University Park, 25 percent CCL) or occasional (77 percent University Park, 75 percent CCL) on-the-job training.

C. In-service training

Libraries-sponsored in-service training programs -- defined as those which go beyond immediate specific job requirements -- have been presented on an ad hoc and/or need-to-know basis. These activities tend to cut across unit and section lines. Questionnaire responses revealed that an overwhelming majority (85 percent University Park, 50 percent CCL, however) of those who participated in such training programs found them to be beneficial to the performance of their jobs. For the most part, lack of funds and of staff appear to have hindered the development of any on-going in-service training programs. There is no centralized coordination for such activities; department heads do not regularly notify others of those programs sponsored by their respective departments.

There have been no Libraries-sponsored supervisor or management training programs within the last year. There has only been one such program within recent memory. Because of the large amount of administrative responsibilities involved, the administration, for the most part, does not view the idea of collegiate model department "chairmanships" with favor, even as a developmental program.

D. Workshops and conferences

The Personnel Office and the Travel Committee attempt to notify the staff of up-coming events. Personnel does so on an informal basis. When Personnel is notified of library-related conferences or workshops, they post this information in the Library Staff Reading Room or pass the information on to the department heads. It might circulate within departments or it might not. The questionnaire revealed that in the past year 25 percent of all University Park staff participated in workshops or conferences outside the Libraries directly related to their work; 42 percent of CCL staff participated. This participation tended to be concentrated at the faculty level, however.

Each year the Travel Committee compiles a list of major conferences of proven interest to the University Park faculty. In this way the faculty can determine which events they would like to attend and request released time and/or funds from the Committee as necessary. Based on these requests, the Committee makes recommendations for distribution of funds and released time to the Dean of Libraries. The limited amount of funds for this purpose provides only partial support for faculty attendance at conferences and workshops. No provision is made for support staff participation except on a limited, individual basis.

E. Courses

The Libraries "policy" for participation in college level courses is quite liberal. For the most part, participation is limited only by University policy and department staffing requirements (see Appendix 7.1). Rarely is an employee denied the opportunity of taking a college course. In the last fiscal year, 16 percent of the staff participated; the questionnaire shows that 29 percent of University Park staff and 25 percent of CCL staff surveyed have taken at least one course while employed by the Libraries. This is evidence that the staff does take a good deal of initiative in developing itself. Most participation is on a released time basis (see Appendix 7.2).

It is the department heads who grant permission to take courses but they do not have uniform guidelines to follow in determining who may participate. Those enrolled in degree programs seem to have priority, however. Interviews revealed a need for guidelines so that equity can be more assured.

F. Promotional opportunities

Both the results from the questionnaire (53 percent University Park, 27 percent CCL) and the opinions expressed in interviews indicated that most staff members think that the requirements for some positions in the Libraries are unrealistic and unnecessarily restrictive. The complaints centered upon language requirements and a preference for education over experience. Although those most qualified to judge -- the department heads -- prepare the job descriptions, perhaps as positions become vacant each job description should be reviewed. The Personnel Office does attempt to advise department heads when it feels requirements are excessive.

The administration is presently giving thought to the possibility of creating a promotional ladder for library assistants. At present, there are but a few higher level positions available to them in the Libraries: the library associate (largely non-existent), staff exempt positions, and, in rare instances, assistant librarian positions.

G. Sabbaticals and leaves

Sabbaticals and leaves with or without pay are considered a privilege, not a right. Primarily, they are granted to allow a faculty member to do research. The questionnaire revealed that at least one University Park Libraries faculty member has been denied the opportunity of taking a sabbatical. Branch and Commonwealth Campus librarians are at a particular disadvantage because they are mostly "one man operations" and there is no mechanism whereby a qualified person may assume the responsibilities of the position in the absence of the librarians.

H. Transfers and exchanges

The responses to the questionnaire pointed out that the majority of the staff would like a variety of work experiences. The Libraries presently provide this opportunity in rare instances only. 84 percent of University Park staff favored some kind of short-term experience on a temporary basis in different parts of the Libraries; CCL staff, 71 percent.

Although faculty is expected to have an overview of library operations gained through education and self-study, hands-on experience in the day to day operations in various parts of the Libraries could undoubtedly be beneficial to the individual and the organization. Faculty part-time exchanges between the Documents and General Reference sections which are taking place are viewed most favorably by those who have participated and are currently participating. It is felt that this kind of experience would be valuable for support staff as well.

Interviews and the questionnaire show that the expense of training for exchanges and temporary transfers is viewed as prohibitive by department heads. This would be especially true when considering exchanges between units demanding particularly dissimilar expertise -- General Reference and Monographic Cataloging, for example. Length of service and dedication to the job were expressed as being important factors to assess prior to any consideration of a temporary transfer for any individual.

One faculty exchange which occurred recently between our Libraries and another university system was viewed most enthusiastically by the participant from University Park. The benefit to the Libraries is hard to determine, however.

I. Performance Evaluations

One important aspect of an annual evaluation is that it provides a means for judging individual development and setting goals for future development as well as evaluating past performance and considering promotional opportunities. Its value as a developmental tool cannot be overemphasized.

Each evaluation is in the hands of the immediate supervisor. Little instruction, if any, is given to the supervisor concerning the proper use of this tool. Furthermore, not all employees are evaluated regularly; for example, those clericals who have been employed by the University for a number of years and have reached the "A" category are not presently given annual evaluations; some faculty are not evaluated for several years at a time. It follows then that supervisors cannot fulfill their responsibilities and develop the capabilities of the staff whom they supervise under the above circumstances.

J. Conclusion

Lack of funds, lack of staff, lack of commitment -- one or all of these hindrances as expressed by the top level administration make the likelihood of the establishment of a specific staff development program very doubtful. All agreed, however, that a better trained staff manifests itself in a better operation. Under those circumstances, individual initiative constitutes the most important ingredient of the Libraries' present staff development "program."

STRENGTHS AND WEAKNESSES IN CURRENT PRACTICES

It is generally agreed that, despite budgetary and staff constraints, opportunities for self-development are available to staff members of the Libraries. Those administrators and department heads interviewed felt that if individual staff development benefits the Libraries by improving one's performance on the job, it should be encouraged. Little, however, is done in the way of active encouragement.

Most department heads were of the opinion that the basic training being given in their respective areas is adequate. However, it does not appear that they ever attempt to evaluate the level and quality of training taking place in their departments.

Some exemplary staff development programs have been developed and presented in the Libraries. Examples are the series of reference programs (International Documents, The Reference Process) conducted by and for Public Services and the International Standard Bibliographical Description (ISBD) workshops held in Technical Operations. The lack of coordination and the apparent absence of communication among department heads have resulted in a situation where personnel who could benefit from such programs, regardless of their assigned location in the Libraries, are sometimes neither informed nor given the opportunity to attend.

Department heads, in general, have no apparent objection to their staff members organizing specialized training programs. It appears that the motivation for such programs usually comes from the lower ranks. A tremendous amount of time is frequently expended in setting them up, only to have these programs abandoned because there is no overall policy in existence which allows these types of programs to be carried on in an ongoing fashion. Those joining the staff afterwards cannot benefit from these programs because the people conducting the activities are usually not given the opportunity to further develop, evaluate, refine, or continue the programs.

Many staff members are taking advantage of the varied "benefits" available to them. 40 librarians at University Park received 115.5 days released time and were granted a total of $2,970.50 reimbursement to attend conferences in fiscal year 1974/75 (Appendix 7.1). 49 employees at University Park received a total of 2,185 hours released time and used 495 hours of their own time to attend classes at the University during 1974/75. 73 percent of those taking courses are hoping to receive a degree eventually or are taking them for professional enrichment (Appendix 7.2). 49 percent of University Park staff surveyed took part in library-sponsored workshops within the last twelve months.

On the surface, it appears that training and other staff development activities at the Libraries are adequate to meet the immediate needs of the departments and generally to fulfill the goals of the Libraries. But such a notion is superficial indeed, when one considers that the responses to the questionnaires and interviews indicated perceptions of insufficient training in the areas of supervisory and management skills, LIAS, how to train, how to conduct an interview, and how to conduct and complete an annual evaluation.

The Libraries has in its employ many para-professionals who are very dedicated to the proper functioning of the organization. A lot of them have worked in the Libraries for numerous years and are not potentially transient. However, their opportunities for development are somewhat limited and promotion is virtually impossible. It would even be difficult for them to achieve promotion to other areas of the Libraries.

Top administration feels that responsibility for coordination should rest with top management, i.e., assistant deans, Personnel, department heads. They indicated in the interviews that the assistant deans should directly oversee the type and level of development within and between their divisions. They perceive the initiative and expression of need as emanating from the department head level. Personnel, in their opinion, should serve as coordinator. The department heads, on the other hand, feel that the responsibility lies with themselves, with Personnel providing some coordination. With few exceptions, they see no role or an essentially passive one in staff development for the assistant deans. This specific situation is probably symptomatic of the total Libraries situation; it is perceived that the assistant deans do not assert their inherent authority. As a result, department heads and/or their staffs develop programs on their own in order to meet what they consider to be the needs of the departments.

It is interesting to note that the only organization in the Libraries representative of all levels is the Staff Association. As stated in their constitution, "the purpose of this organization shall be to plan programs of intellectual and cultural interest, to provide a medium for the expression of staff opinion, to promote staff welfare, to further staff relations through social activities, and to provide an opportunity for administrative members of the staff to make announcements pertaining to the staff ..." The fulfillment of these purposes is limited, in part, by the fact that membership is strictly voluntary. Dues are required in order to fund welfare and service functions. CCL staff are eligible to join, but, at present, they are not actively participating. Surely an organization such as this could be used to better advantage.

CHAPTER NINE

STAFF DEVELOPMENT

Introduction

The Task Force on Staff Development was charged by the MRAP Study Team as follows:

> ...to describe, analyze and, where appropriate, make recommendations in the following areas:
>
> 1. staff development program of the Library and its relation to University staff development programs and opportunities.
> 2. relationship of staff development program at the Eisenhower Library to similar programs at other JHU libraries.
> 3. mechanisms for identifying staff development needs of the Library in order to insure optimum staff utilization.
> 4. program to improve staff utilization, augment individual skills and foster career development.
> 5. relationship of staff development to staff morale.

For the purposes of this study staff development is defined as the processes used to guide and encourage staff members to develop their skills and capabilities on a continuing basis in order to 1) help meet Library staffing requirements and 2) assist the staff member to develop and achieve personal aspirations.

The study has centered primarily on the Eisenhower Library, with only a brief look at the other Hopkins libraries and University-wide programs. The study concentrated on the following aspects of staff development: orientation, specific job training, continuing education, problems of job mobility, and performance appraisal.

Sources

In gathering information the Task Force utilized three kinds of sources: 1) interviews conducted with University and Library staff; 2) a questionnaire on staff development; and 3) some written materials. Interviews were held with the Director of Personnel Services for the University, Director of Personnel at Homewood, directors of other Hopkins libraries, members of the Executive Committee, and some staff members.

A questionnaire on staff development was sent by the Task Force to all 104 Library staff members.[1] Of these, 38 were completed and returned. The questionnaire was designed to obtain information about staff participation in continuing education and about career direction, and to solicit staff opinion about current staff development activities at the Library. In addition, the staff were asked for suggestions for improvement regarding staff development.

Documentary materials investigated by the Task Force include the University's Personnel Policy Manual, the Office of the Budget's Statement on University-paid travel, and some Library policy statements.

Description

Staff Development at the Eisenhower Library

Various opportunities and activities in the Library fall into the category of staff development. At present, however, these activities do not constitute a formalized and cohesive program of staff development. An orientation program of interest to staff in all departments is not currently being offered. A staff association also presently does not exist.

Departmental Programs

The Reader Services Division offers organized in-house training sessions which are often open to all staff and are generally related to library instruction for patrons. A recent example is a workshop which included audio-visual presentations on the Science Citation Index, the use of ERIC materials, and interview techniques for reference questions. Other departments have offered occasional tours or workshops for the Library staff. These presentations have been organized as one-time offerings.

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[1] See Appendix.

Information Desk

Information Desk training and service is an in-house program organized by the Reader Services Division. Its purpose is not only to provide patrons with information at an easily identifiable location, but also to give staff on all levels and from all departments an overview of Library operations. The management of this program will be one of the responsibilities of the Information Services Librarian. This new position has been filled as of August 1, 1976.

Internship Program

An Internship Program is available to all interested staff members. Although not clearly defined, the intent of this program is to give an intern some time and training in each of several Library departments, chosen to meet the interests and needs of the individual intern, provided these correspond with Library needs and interests. The intern is exposed to different kinds of library work which should further his/her career development and also provide the Library with a staff possessing an overall understanding of the diverse operations and problems of the Library. Applicants to the Internship Program are approved by the Librarian. To date, seven interns have entered the program, two professionals and five non-professionals. Two participants have completed the program; the other five have either left the Library or taken a permanent position in a department along the internship route.

Supervisory Training

Occasional meetings of supervisory personnel are held, and are attended on a voluntary basis. Although recently these meetings have attempted to deal with some problems of supervision, they do not constitute a supervisory training program.

Tuition Remission

All full-time staff are eligible to receive tuition remission for courses at Hopkins as described in the Personnel Policy Manual.[2] Courses may be scheduled during the working day with the approval of the staff member's immediate supervisor and provided that the time is made up.

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[2] See page 7, section 18 of the 1976 manual.

Extra-Library Meetings and Conferences

Individual staff members may attend work-related meetings, workshops, etc. with some Library support. The small size of the Library's travel budget means that such support may only be in terms of time off with pay. Often expenses are shared between the individual[3] and the Library although, in some circumstances, the Library may pay for all expenses.

Presently those who attend meetings do so on their own initiative, or through the encouragement of a supervisor. In the past year more staff from all levels have attended outside meetings than in previous years. Often reports on the meetings are given to the co-workers of those who attended. A policy statement of Library support for attendance at such meetings is currently being prepared by the Associate Librarian.

Exchange of Staff with Other JHU Libraries

A program of staff exchanges with the libraries of the University has been suggested amd discussed by the University Library Council, but the details remain to be worked out. Staff in similar kinds of jobs would be permitted to exchange positions for short periods of time.

Leaves of Absence

All permanent University personnel are eligible for leaves of absence without pay "for extended illness, disability due to injury, pregnancy, military duty, etc. if authorized by the Divisional Personnel Office. Leaves of absence are to be used only in cases where individuals plan to return to the University following the leave."[4]

In addition, the Library administration may also authorize other types of leaves. Such requests are reviewed on an individual basis, and are usually granted at the discretion of the supervisor and the Librarian. Such leaves without pay may be granted for scholarly or professional purposes. In general, the administration has been flexible in determining whether or not a leave should be granted.

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[3] See the Johns Hopkins University Office of the Vice President for Business Management, Budget and Accounting Policies and Procedures Manual, Section H-1, "Travel and Expense Reporting Policies and Procedures," August 23, 1974.

[4] The Johns Hopkins University Personnel Policy Manual [March 1, 1976], Section 16, p. 1.

Management Review and Analysis Program

The Management Review and Analysis Program of which the present Task Force is a part can be called staff development in that it is an investigation of the Library's management by members of the staff, and is a valuable learning experience. The Librarian chose the Study Team from among staff volunteers and nominees. From this same group, the Study Team selected Task Force members. Part of the purpose of undertaking the MRAP, as stated by the Librarian in his charge to the Study Team, is:

> the development of a coherent and cohesive set of objectives toward which all of the work and services of the Library should be directed;
>
> the understanding of these objectives throughout all departments of the Library and the fostering of a greater awareness of the interdependency of all departments in striving to reach these objectives.

Relation of Library Staff Development to University Staff Development

Certain activities which can be classified as staff development are shared by the Library and the University. Opportunities for attending job-related workshops are available on a University-wide basis.[5] A performance review device will be developed for all University staff, although it may differ from that being developed for the Library. All staff are eligible for tuition remission for courses given at the University; the adjustment of individual schedules is not necessarily the practice in all University departments. The University is planning a supervisory training program for which all University supervisory personnel will be eligible. Although these activities contribute to and constitute staff development, there is no coordinated staff development program at Hopkins.

Relationship of Staff Development at the Eisenhower Library to Similar Programs at Other Hopkins Libraries

For the most part staff development activities within the various University libraries occur independently. Shared activities center around the proposed staff exchange program and specific on-the-job training - e.g., a member of the Welch Library cataloging staff was trained at MSEL in the use of OCLC terminals.

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[5] Op. Cit. The Johns Hopkins University Office of the Vice President for Business Management.

As in the Eisenhower Library, there is no formal program of staff development at the other Hopkins libraries, but there are activities which may be considered staff development. The small staff size in each of these libraries necessarily limits possibilities to some extent, although the administrators of all the libraries encourage staff attendance at job-related meetings, and lend support for local meetings in terms of time off and paid travel expenses. For distant meetings more selectivity as to who may attend is required, and the selection is done on the basis of the type of meeting. All libraries offer some kind of support for educational training. The Welch Library will rearrange individual schedules to allow staff to take courses at their own expense; at APL tuition may be paid and leaves of absence with pay granted for research or study projects. With regard to evaluation review, SAIS has none, Welch has such a plan under consideration, and APL already has an annual evaluation review.

Mechanisms for Identifying Staff Development Needs

Few formal mechanisms exist for determining the staff development needs of the Eisenhower Library. Identifying these needs in order to insure optimum staff utilization seems to be primarily the responsibility of supervisors. The initiative of a staff member to determine his/her own individual staff development needs, and to communicate them to supervisors, is also viewed by library administrators as a viable mechanism.

Relation of Staff Development to Staff Morale

It is apparent from the interviews and responses to the questionnaire that in most cases participation in staff development activities related either to library or to personal needs, does improve job performance and morale. In a few instances the lack of correlation between such opportunities and daily work in the Library seems to have led to discouragement rather than to improved morale.

Analysis

Staff Development at the Eisenhower Library

Although some activities exist in the Library which contribute to staff development, there is a need for more, and those which do exist are not organized into any cohesive program. The reasons are not hard to find. As of now, the reduced staff has little time to invest in worthwhile projects other than the job at hand, and the tight budgets of recent years have had to be allotted to improvements in the most basic library functions. These problems are faced by most university libraries, especially private ones.

The lack of cohesiveness of staff development activities makes it difficult for the staff to know what is available, and results in repetition of effort and waste of Library resources. A general orientation program which included information on staff development opportunities might help to alleviate this particular problem.

Some internal factors hinder the development of a staff development program. However, interviews with members of the administration, both in the University and in the Library, gave strong support for furthering a staff development program here. There were differing views about the form such a program should take. Concern was also expressed over the potential problem of dissatisfaction resulting from lack of mobility for those staff members who might become "overdeveloped" for the jobs they hold. In spite of these reservations, the Task Force feels strongly that there are other important benefits which may not be readily apparent. Job satisfaction is not solely related to position and salary: the possibility of developing personal interests, skills and potentials, is bound to raise both morale and the quality of work. An active staff development program would help to provide some of these other incentives.

The staff development benefits which do exist are not adequately communicated to staff. Many staff members who responded to the questionnaire[6] said, essentially, "what staff development?". Many also seemed unaware that they could ask for time off with pay to attend workshops related to their jobs. A staff association might improve communication about staff development opportunities.

Some existing activities have the potential for evolving into useful parts of a staff development program. The educational efforts of individual departments or divisions have met with some degree of success. Unfortunately, this kind of effort does not come from all departments, and there is no real consistency in presentation. Those responding to the questionnaire often suggested that there should be more in-house "refresher courses" in various aspects of library work, and also more opportunities for inter-departmental staff exchange. One immediate benefit of this kind of training would be an increased flexibility for the Library staff. In this way trained individuals may substitute in departments on a temporary basis in times of need.

The Information Desk training program is the most successful, on-going training program in the Library. It is available to any staff member, and is concerned with training outside of the specific job of the individual, providing a well-rounded view of various Library operations. There are different reactions to this training among staff members, some of whom fail to see it as a development opportunity.

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[6] It must be remembered that only roughly one-third of the staff responded to this questionnaire. Therefore, the opinions expressed in the responses may or may not reflect the views of the entire staff.

The Internship Program holds great potential as a staff development opportunity. Although it has had some success, it is not well-organized or coordinated, and information about this program is limited. Many staff members are not aware of its existence or do not expect that they might be eligible to apply for an internship. The Internship Program was instituted during a period of flexibility in terms of staff size which no longer exists. Consequently, the program is at present not being promoted, yet it is not considered defunct by the Library administration. There is also a financial problem: there are no funds in the current tight budget to support such a program, which would leave a full-time position vacant and still require a salary for an intern.

Recently there has been an effort on the part of the Library administration to offer some supervisory training. Both supervisory and non-supervisory staff indicated in their responses to the questionnaire, and in the Organizational Profile, that there is a need for such training, especially in the area of personnel management. The beginnings made in the recent supervisors' meetings seem to be constructive, but should be developed into an organized program.

The availability of tuition remission for courses at the University is one of the greatest opportunities for self-development available to the staff. Although there is a lack of courses in library-related areas, further study in any field augments library work. The resulting personal satisfaction will contribute to the improvement of morale. At present there is little coordination between continuing education in fields outside library work and the individual's job, and no record is kept by the Library of courses taken by an individual. Newly acquired knowledge may not be recognized and utilized by the Library, and an individual may find little relation between course work and job.

In addition to training, attendance at meetings, conferences or workshops outside the Library provides other important benefits. An individual's job interest is stimulated by such extra activities, and his/her morale is improved. Information, new ideas and new perspectives obtained at such meetings benefit colleagues as well. This information is often not widely disseminated and it would be of benefit to the Library if such information were made more widely available.

Questions exist about attendance at meetings. Not enough staff are aware that they may receive time off with pay for attending meetings or that financial support may be available. There is no central source for information about meetings, although some supervisors are now making an effort to notify their staff of meetings which may interest them. Lack of funds to support travel is a great handicap recognized by the Administration. It is hoped that provisions can be made to support this activity to a larger degree in the future.

Another means of providing wider job exposure to staff members is the proposed program of staff exchange among the Hopkins libraries. This proposal is still under discussion, but it seems to have potential.

The University policy on the granting of leaves-of-absence governs the Library's policy, but the University policy as stated in the Personnel Policy Manual is very broad. The Library administration has indicated that leaves-of-absence are considered for worthwhile projects on an individual basis.

The Library administration is supportive of staff needs for leaves-of-absence and accommodates requests whenever possible. Several staff members have been given some release-time without pay to attend library school, with the option of returning to full-time status when the degree is completed. Leaves-of-absence to pursue an advanced degree can only be granted with the understanding that a change in position, status, or salary cannot be guaranteed upon return. Leaves of varying duration may be granted on an individual basis; short leaves may be granted for purely personal reasons. The greatest restraint to granting leaves is a financial one.

The staff have indicated concern over the lack of a mechanism for gauging their performance. At present no merit increases in salary exist and there seems to be no consistent difference in terms of pay or promotion whether one performs well or not. This lack of merit incentive is one cause of low staff initiative, which in turn has lowered the effectiveness of those staff development opportunities which do exist. The performance review plan to be worked out in preparation for determining next year's raises should improve this situation. The Library administration's initiative in involving itself in the design of this performance review indicates their awareness of the problem.

The most frequently voiced need with regard to staff development was for more information about the activities of other departments and for training in other than one's own department. A general staff orientation program, a revived internship program, and further cross-departmental communication and training would help to meet this need.

Relation to University Staff Development Activities

The University provides services in some areas which may meet the Library staff development needs such as evening courses in management or the proposed supervisory training program. Although these benefits are useful, the specialized nature of library work means that the Library must take the initiative in developing a program which emphasizes its particular needs.

Relation to Similar Programs at Other Hopkins Libraries

The responsibility of each of the Hopkins libraries for its own staff development program is appropriate, particularly because each library has a specialized nature and operates within a separate budgetary unit. Some cooperative ventures, however, could be beneficial. The new staff exchange program should not only provide opportunities for wider experience for staff, but should also make use of resources within the University in terms of shared training and, to some extent, cost-cutting.

Mechanisms for Identifying Staff Development Needs of the Library

At present there is no systematic way to identify staff development needs of the Library. With the current lack of such formal mechanisms, the responsibility for this identification, which should be shared by administration and individuals, rests too heavily on individuals. The analytic process of identifying needs is stronger in some departments than in others, and is somewhat sporadic and subjective in the Library as a whole. In the past, factors such as the lack of a performance review have made it difficult for staff members to identify their job-related needs and to know what skills are lacking. When such a need is recognized, staff often have no forum for expressing it, or for finding help in meeting it.

Relation of Staff Development to Staff Morale

Staff development alone will not necessarily lead to more positive attitudes and increased job satisfaction. A staff development program in the Library would almost certainly improve morale if it offered, among other things, more development opportunities, better information about these opportunities, and meaningful correlation between them and daily job performance.

Special Topics

Princeton University: DEPARTMENT

To Heads and Supervisors

DATE March 1, 1983

SUBJECT March and April, 1983 Introductory Sessions to the Princeton University Library

FROM Maria Gopel

INTER-OFFICE CORRESPONDENCE

PLEASE POST

Attached is the schedule for March and April, 1983.

All full-time employees who are interested in attending one or more of these Introductory Sessions may do so by completing the attached registration.

Supervisors who wish to observe and evaluate these Introductory Sessions are welcome and may do so by contacting Dolores Meyer at 3191.

Princeton University: DEPARTMENT

INTER-OFFICE CORRESPONDENCE

To Heads and Supervisors

DATE March 1, 1983

SUBJECT Introduction to the Princeton University Library for Library Employees

FROM Maria Gopel

Seven introductory level sessions describing the library's operation and organization are available to library employees.

SESSION I 2-HOURS

INTRODUCTION TO FIRESTONE'S PUBLIC CATALOGUES

- what information is on a catalogue card
- types of cards in the Public Catalogues
- basic filing rules
- Library of Congress and Richardson classifications
- location designations
- differences between Public Catalogues 1 and 2
- changes brought about by AACR2

SESSION II 1-HOUR

- Technical Services, an audiovisual presentation and tour describing how a book is processed from selection to shelf in the Princeton University Library.

SESSION III 1½-HOURS

- A tour of Firestone Library Stacks. Includes an explanation of stack organization, the use of tier and row guides, an orientation to the old and new wing, and the location of Special Collections. An exercise on how to locate a specific book completes the tour.

SESSION IV 1½-HOURS

- Microforms Collection, and audiovisual presentation, tour, and demonstration of microforms equipment.

SESSION V 1-HOUR

- A description of the use of a computer-terminal assisted literature search for answering reference questions, including a videotape of an actual search. Registration is limited to ten, however this session will be repeated monthly.

SESSION VI 1-HOUR

- Conservation Services Orientation, a tour and presentation of conservation principles and their impact on collections and our daily work, and a review of the care and handling of library materials.

SESSION VII 2-HOURS

- Serials Division Orientation, an introduction to the processing of serials at Princeton University, including checking-in, claiming, and adding. Serials information files will be explained.

Indroduction to the Princeton University Library for Library Employees

Schedule: March and April, 1983.

	SESSION	Place	Time	Date
I	Introduction to Firestone's Public Catalogues	Frelinghuysen Frelinghuysen	9:00-11:00 9:00-11:00	March 9 April 20
II	Technical Services Dept.	In process of being revised.		
III	Firestone Stacks	Circ. Desk Circ. Desk	2:30-4:00 2:30-4:00	March 24 April 21
IV	Microforms Collection AV Presentation	Not scheduled for March Frelinghuysen	 10:00-11:30	.... April 25
V	Princeton University Reference Retrieval Service(PURRS)	Meet at Inf. Center Psychology Lib.	2:00-3:00 2:00-3:00	March 30 April 19
VI	Conservation Services Orientation	Conser. Servs. Conser. Servs.	2:00-3:00 2:00-3:00	March 8 April 12
VII	Serials Div. Orientation	Serials Div. Serials Div.	2:00-4:00 2:00-4:00	March 16 April 13

REGISTRATION:

Name	Department	Date and Session you wish to attend

Signature of Supervisor______________________________

Date____________________

RETURN THIS FORM TO DOLORES MEYER (Room 1-14-F).

UNIVERSITY OF CALIFORNIA LIBRARY
Riverside, California

NEW EMPLOYEE ORIENTATION

I. LIBRARY PERSONNEL OFFICE (LPO)

A. Employee reports to Library Personnel Office on the first day of work, before beginning work in hiring department. Personnel fills out appropriate employment documents and employee signs these documents. See Appendix A - Section I: FORMS.

B. Library Personnel Office advises new employee on vacation and sick leave policies, probationary period policy, merit review policy, retirement system, parking availability, emergency loan availability, payroll schedule, and other general information regarding employment in the Library and on Campus. Employee is also advised that a packet with information on available insurance plans will be mailed within a week, and to feel free to contact LPO if there are any questions. See Appendix A - Section II: LIBRARY PERSONNEL ORIENTATION CHECK LIST & HANDOUTS for listing of information covered and pamphlets given to the new employee. A "Letter of Welcome" (Appendix B) is also given to the new employee.

C. Employee will be invited by Campus Personnel to participate in a "New Employee Orientation", which is an orientation to the Riverside Campus and U.C. System. This invitation is generally made in the first two (2) months of employment, and new employees are encouraged to participate.

D. During the third or fourth week of employment, the new employee (academic and staff) will be invited to attend a general orientation tour of all the Libraries. The purpose of this tour will be to identify the relationship between library departments through on-site visits and description of the units visited. The tour will include all departments in the General Library, the Bio-Agricultural Library, the Physical Sciences Library, and a description of the Music Library, the Media Studies Center, and the Instructional Media Resources Center. In the event there are not a large number of new employees signed up for the tour, regular staff will be invited on a first-come, first-serve basis, up to a maximum of ten (10) employees.

E. A New Employee Coffee will be sponsored by the Library Personnel Office every other month (if there are new employees hired during that period). The purpose of this New Employee Coffee is to introduce the new employees to all Library staff.

II. LIBRARY HIRING DEPARTMENT

Employee reports to the hiring department after orientation with Library Personnel Office. Departments are asked to participate in a Library orientation for new employees. See Appendix C for description of departmental orientation to be followed.

LIBRARY PERSONNEL OFFICE *10/28/82*

PROCEDURES FOR NEW EMPLOYEE SIGN-UP

I. *FORMS:*

1. *Personnel Action Form (PAF)*
2. *Personal Data Form (PDF)*
3. *State Oath and Patent Agreement*
4. *Ethnic Identity Form*
5. *Employee Status Sheet (Cost Center Sheet)*
6. *W-4*
7. *State of Citizenship Status Form (if not a U.S. citizen)*
8. *Certificate of Alien Claiming Residence in the U.S. (1078)(if not a citizen)*

II. *LIBRARY PERSONNEL ORIENTATION CHECK LIST & HANDOUTS:*

1. *Welcome Letter with information on UCR Staff privileges & enclosures:*

   Staff Handbook; UCR Campus Map; UCR pamphlet; and "Friends" Membership App. given
2. *Insurance - Information booklets sent by Benefits Office in first week.*
   - a. *Health-Life ($5,000 Life paid by UCR) - 50% for 1 yr. or 100% for 3 mos.*
   - b. *Accidental Death and Dismemberment (Employee paid).*
   - c. *Disability (NDI paid by UCR - 50% salary for 26 wks., 7 day waiting period.)*
     - *STD - Paid by employee-cannot decrease waiting period without a Statement of Health after initial sign-up; may not be offered during Open Enrollment.*
   - d. *Dental - Must be a member of the retirement system - will not be offered during Open Enrollment after initial sign-up.*
   - e. *Automobile - Cal-Casualty - 682-6033 - Must apply through Cal-Casualty directly - not through UCR.*
3. *Retirement - UCRS + Social Security - Indef. employment or 50% or more for a year or more.*
4. *Vacation Benefits (SPM Policy 405) - 10 hrs./mo. accrued - not eligible to take until after 6 mos. at 50% or more.*
5. *Sick Leave Benefits (SPM Policy 410) - 8 hrs./mo. accrued - may take after one month accrued.*
6. *Holidays - copy of calendar from Staff Personnel Manual.*
7. *Department Work Rules - Hiring department responsibility.*
8. *Description of Job Duties - Give copy of Job Card.*
9. *Probationary Period (SPM Policy 250) - 6 months.*
10. *Performance Evaluations (SPM Policy 255).*
11. *Merit Salary Review (SPM Policy 305).*
12. *Pay Day - First of Month for Career Staff.*
13. *Employee Development Program (SPM Policy 260).*
14. *Workers' Compensation Insurance - Pamphlet given.*
15. *Parking - Payroll Deduction Form (if parking requested).*
16. *Credit Union - Pamphlet Given.*
17. *Check Cashing on Campus - Book Store - (Casual or Career).*
18. *Emergency Loan Policy - Campus Personnel (Career Only).*
19. *Discount Cards for Entertainment Parks - Disneyland; Knott's Berry Farm; Universal Studios; Magic Mountain; etc.*
20. *Notary Public Service - Rita and Campus Personnel.*
21. *Recreational Facilities and Privileges - (Casual and Career).*
22. *Library Card - all staff eligible - See Library Circulation.*
23. *Eating Facilities - Pub; Cafeteria; Residence Halls; Bull & Mouth; Sub-Station; University Club*
24. *Additional Handouts-Library Organizational Chart; Telephone Usage; Index of AM's.*

AAII - Add new employees to Red Book, Expenditure Report, Staff Listing, Yellow Book, and Suspense File for evaluations and make sure on payroll time sheets. If temporary or 10 or 11 month continuing appointment, add to Black Book.

RIVERSIDE: THE UNIVERSITY LIBRARY
RIVERSIDE, CALIFORNIA 92517

APPENDIX "B"

TO:

FROM: DALE BAILEY
LIBRARY PERSONNEL OFFICER

Welcome to the U.C.R. Library Staff!!

To assist you in your orientation to your job and the U.C.R. Library and Campus, enclosed are pamphlets and literature regarding your benefits and privileges, as well as your responsibilities.

Within the first few months of your employment, you will be invited to attend both the Campus "Orientation" and the Library's "New Employee Tour and Coffee". You are encouraged to attend these orientation programs.

We realize that there is a lot of information for you to assimilate in a relatively short period of time. Please do not hesitate to ask questions both during the orientation sessions and at later stages of your employment.

Good luck on your new job!

DHB/rks

Enclosures:
1. Copy of Job Card
2. Staff Handbook
3. U.C.R. Unfolded
4. U.C.R. Campus Map
5. Parking Payroll Deduction Form
6. Workers' Compensation pamphlet
7. "Friends of U.C.R. Library" Membership Form
8. Credit Union pamphlet
9. University Club pamphlet
10. Index of Admin. Memos.
11. Telephone Instructions 4A-7A
12. Library Organizational Chart

RIVERSIDE THE UNIVERSITY LIBRARY
RIVERSIDE CALIFORNIA 92517

APPENDIX "C"

TO: <DEPT. HEAD>

FROM: DALE BAILEY

RE: NEW EMPLOYEE ORIENTATION
<FIRST><LAST>

Pursuant to Administrative Memorandum No. 46 (D), it is your responsibility to participate in the orientation of your new employee to the Library by means of the following:

A. Employee should be given a complete tour of the hiring department and any other departments that the position works or relates with.

B. Any work rules and/or procedures of the department should be explained to the new employee. In addition, the Staff Personnel Manual, the Library Administrative Memorandum Manual, and the Library Emergency Procedures Manual should be identified and briefly reviewed with the new employee.

C. The U.C.R. telephone system and the U.C. ATSS system should also be explained to the new employee and the employee should be advised of his/her telephone extension number.

D. The job duties and procedures should be explained to the new employee. A copy of the job card will be given to the new employee by the Library Personnel Office. Enclosed is the 3 mo. evaluation form for <FIRST>__________. The supervisor should develop the stated standards and discuss these standards with the department head and then with the employee so that they are clearly understood by the new employee.

E. Employee should be encouraged to attend both the Campus Training Office "Orientation" and the Library Personnel Office "New Employee Tour", when invited (usually within a month or two from hire date). Also, the employee and immediate supervisor should be encouraged to attend the "New Employee Coffee" upon receipt of invitation from the Library Personnel Office.

F. During the first month, the department representative and/or immediate supervisor should describe and discuss the unit, departmental and Library-wide goals and objectives. Through such discussions, the employee will better understand thier particular position in the overall organization.

Your cooperation in the above will assist the new employee in making a smooth transition into your Department and the Library.

If you have any questions, please don't hesitate to contact my office at your convenience. Thank you.

DHB/rks

Enclosure

cc: <NEW EMPLOYEE>

Princeton University: DEPARTMENT

INTER-OFFICE CORRESPONDENCE

To Heads and Supervisors

DATE April 27, 1983

SUBJECT

FROM Maria Gopel

The following five workshops are available to assist in training library staff.

LIBRARY-SKILLS WORKSHOPS:

I - Richardson and Library of Congress call numbers

II - Filing Rules I and II

III - Conducting the Reference Interview

IV - Binding Preparations

V - RLIN Searching Skills Workshop

These workshops will be repeated monthly. They are designed for employees who have a job-related need for the training.

If you are interested in more information about the workshops or if you would like to register one of your staff, please call Dolores Meyer (3191).

LIBRARY-SKILLS WORKSHOP I Leader-Jim Cogswell

Library of Congress and Richardson Call Numbers

PURPOSE

The purpose of this workshop is to explain how call numbers are arranged in call number order.

In the workshop we will review:

- the structure of call numbers
- expanded classification numbers
- double-cutter call numbers
- designators
- location symbols

During the workshop participants will complete several exercises which will measure their understanding of the arrangement of Library of Congress and Richardson call numbers.

TARGET GROUP

All library staff who must search for books in the Firestone stacks, circulation assistants, shelflisters and shelvers.

TIME AND PLACE

This three hour workshop will be held on the following date:

Wednesday, May 18, 1983 1:00-4:00 p.m. Frelinghuysen

LIBRARY-SKILLS WORKSHOP II Leaders - Luisa Paster & Carol Tobin

Filing Rules I and II

PURPOSE

The purpose of the workshop is to prepare participants to search and/or file in the various files and catalogues of the University Library system.

The following topics are discussed:

1) cataloguing terminology
2) types of entry
3) basic order of entries
4) alphabetical arrangement
5) personal name entry arrangement
6) author entry arrangement
7) corporate name entry arrangement
8) subject arrangement
9) title entry arrangement
10) series entry arrangement

During the workshop participants will complete exercises and assignments designed to improved their searching and filing skills.

These sessions cover only Filing Rules II, the new Library of Congress Filing Rules as used in Firestone's Public Catalogue 2. A series of sessions will be given later covering Filing Rules I, the Princeton University Filing Rules as used in Firestone's Public Catalogue I.

TIME AND PLACE

Tuesday	- May 17, 1983	2:00-3:30 p.m.	Frelinghuysen
Thursday	- May 19, 1983	"	"
Tuesday	- May 24, 1983	"	"
Thursday	- May 26, 1983	"	"
Tuesday	- May 31, 1983	"	"
Thursday	- June 2, 1983	"	

NOTE: Please have staff member bring the "Filing Handbook", assigned to your unit to these sessions.

LIBRARY-SKILLS WORKSHOP III Leader-Linda Oppenheim

Conducting the Reference Interview

PURPOSE

The purpose of this workshop is to stress the importance of the reference interview, to examine interpersonal skills, to review the role of the public service staff, and to make more accurate referrals.

In the workshop we will:

- analyze the interview process
- discuss listening and questioning techniques
- examine barriers to effective communication
- develop a strategy to improve reference service
- review guidelines for handling complaints

TARGET GROUP

All library staff who work at public service desks and who assist library users in locating information or resources within the library system.

TIME AND PLACE

This workshop will not be held in May.

LIBRARY-SKILLS WORKSHOP IV Leader-Bob Parliament

Binding Preparations

PURPOSE

The purpose of the workshop is to explain the process of sending materials to be bound and the various binding styles available.

In the workshop we will review:

- the structure of a book
- Prebindery systems
- binding and repair guidelines handbook
- various binding styles
- binding alternatives
- the role of the Serials Division and its records,
- as explained by Tina Feick

TARGET GROUP

Any library staff member who is responsible for the preparation of materials to be sent to Conservation Services, for binding. Staff member must attend the Conservation Services Orientation first. Since this workshop began the content has been changed somewhat. People that have taken this workshop prior to March, 1982 may wish to take it again.

TIME AND PLACE

Monday, May 16, 1983 2:00-4:00 p.m. Frelinghuysen

LIBRARY-SKILLS WORKSHOP V

Leaders - Cindy Clark
Carol Tobin
Rick Schulz

RLIN Searching Skills Workshop

PURPOSE

The workshop is designed to introduce participants to the searching capabilities of the RLIN system, and to the correct and efficient use of those capabilities. The focus of instruction is on the applications and conventions of the name (personal and corporate), title and subject indexes. Emphasis is placed on work at the RLIN terminal to develop searching strategies and techniques, and to become acquainted with the problems and pitfalls associated with different types of searches.

TARGET GROUP

All library staff who must use RLIN database as a bibliographic tool or resource.

PREREQUISITES

To participate in the workshop, an individual must have prior familiarity with RLIN terminal operation, file organization and content, displays and commands. Individuals needing to fulfill this requirement should give their names to Dolores Meyer and arrangements will be made to provide the necessary training. Contact any of the workshop leaders with questions regarding prerequisites.

TIME AND PLACE

Each workshop is made up of four sessions:

- A lecture session: held Monday morning, 10:00 a.m.-12:00 noon in the Frelinghuysen Room.
- A demonstration and initial searching session: held Monday afternoons, 2:00-4:00 p.m. in the Administrative Services Office (Firestone, B-16-E).
- Individual searching practice sessions (2 hours per individual): to be arranged on an individual basis.
- A problem-solving and wrap-up session: held Friday afternoons, 2:00-4:00 p.m. in the Administrative Services Office (Firestone, B-16-E).

Workshops are projected for the following dates:

Workshop I	Week of May 16, 1983
Workshop II	Week of May 23, 1983
Workshop III	Week of June 6, 1983
Workshop IV	Week of June 13, 1983
Workshop V	Week of June 20, 1983
Workshop VI	Week of June 27, 1983

Note: Registrants will be provided with an instructional manual entitled "Searching RLIN II." Registrants should read this manual before attending the workshop and bring the manual with them to the workshop sessions.

University of Massachusetts/Amherst
University Library

STAFF TRAINING PROGRAM DESCRIPTION
1981-82

INTRODUCTION

This program attempts to provide expanded promotional possibilities for classified staff members in Grade 12 positions and below and job enrichment opportunities for staff members at the highest classified level.

PURPOSE

The purpose of this program is to provide job enrichment for staff members at the highest classified level and to ensure that Library applicants who wish to be considered for promotion are not eliminated from consideration because they lack relevant training or experience in the particular area where an opportunity exists. It should be clearly understood that training does not guaranteee promotion or transfer. In no case should a trainee expect to be declared the most qualified candidate based solely on a training experience.

GRADE LEVEL

Training must, in all cases, be at the same grade level of the trainee, or at a lower level. No staff members can be assigned to work at a higher grade level under the present state personnel system. It is possible, however, to acquire qualifying training and experience at the same grade level or lower to ensure consideration for possible promotion to a higher grade.

QUALIFYING EXPERIENCE

The training experience must, in each case, be long enough and intensive enough to provide actual work experience for the trainee, to the point where the trainee can actually become productive on the job.

EVALUATION

Each training experience must be followed by a written evaluation which will become part of the trainee's permanent University record.

CANCELLATION

If a training experience is undertaken and in the opinion of the staff member or in the opinion of the supervisor, it becomes necessary to discontinue the program for other than institutional reasons, the program can be discontinued within the first three weeks, or whatever period is appropriate, with no written evaluation of the experience being made. The staff member will be eligible to reapply for training in the following fiscal year, but in the event that two such abortive experiences occur, the staff member will not be eligible to apply again until two years have passed.

CRITERIA FOR APPLICATION

1. A minimum of two years on the Library staff, presently in an 01 graded position with benefits, and one to two years in current job.

2. Two years since previous training experience.

3. Expressed interest in training for a possible future promotional opportunity or for a job enrichment opportunity in a specific department.

4. Willingness to make a commitment for up to six months of training.

5. Willingness to negotiate parameters of training opportunity with present supervisor and proposed supervisor (i.e., ½-time; full-time; week on, week off; dates; etc.).

6. Ability with training, to meet qualifications of position(s) in which interest is expressed.

7. Demonstrated ability in current job (i.e., good reviews).

8. Willingness to have a formal evaluation become part of trainee's record at the end of the program.

Note: Applicants must understand that institutional needs will override commitments for training that are made under this program.

CRITERIA FOR SELECTION

In determining which proposals to approve, supervisors should consider the following:

- institutional needs, i.e., ability to ensure that the work of the area will continue, at least at a minimum level

- potential benefit to the individual and the organization

- number of other applicants from the same department

- length of time applicant has been on the Library staff

- length of time applicant has been in current job

- number of times applicant has applied previously for training under this program

- number of times applicant has received training under this program

- ability of proposed supervisor to respond favorably

If more staff members in one department apply for training that can be accommodated during the fiscal year, the supervisor should give preference to applicants interested in future promotional opportunities. After that, all other things being equal the supervisor should decide by lot which proposal(s) to approve.

Note: Supervisors must make clear to applicants that institutional needs will override any commitments for training that are made under this program.

UNIVERSITY OF GUELPH PERSONNEL MANUAL

Subject EDUCATIONAL OPPORTUNITIES PROGRAMME

Applies to: ALL STAFF

Section 401 Page 1 of 5

In order to foster employee self-development and to make optimum use of human resources, the University has adopted the following policy relative to skills upgrading and educational opportunities.

1. Courses, Seminars and Conferences Taken or Attended at the Direction of the University 401.1

   When an employee attends a course, seminar or conference at the request of the University, the full cost of such attendance (including course fees and such expenses as travel and accommodation) shall be borne by the University. It is the responsibility of the employee's Department Head or supervisor to identify the educational opportunities available and the staff members who would most benefit in their job performance from such attendance.

2. Part-time Courses Taken on the Employee's Own Initiative 401.2

   A) *The cost of tuition (excluding the costs of textbooks and laboratory fees) is waived for:*

      (*i*) *regular full-time employees who have completed one (1) year of service with the University;*

      (*ii*) *employees on 8-9-10 month continuing limited term positions who have transferred from a regular full-time position without a break in service of more than two (2) weeks;*

      (*iii*) *other employees on 8-9-10 month continuing limited term positions who have completed at least five (5) consecutive appointments.*

Such waiver applies to eligible employees for any credit course offered by the University or courses offered by the University School of Part-time Studies and Continuing Education provided the employee is accepted and subject to the following conditions:

(i) no more than four (4) non-credit courses may be taken by an individual employee during any one (1) calendar year;

(ii) where the quality of a non-credit course may be jeopardized by a preponderance of employee enrollment, such employee enrollment may be limited by the instructor in consultation with the Director of the University School of Part-time Studies and Continuing Education;

(iii) normally, an individual employee may not enroll in the same non-credit course more than once in any three (3) year period if the employee has attended less than sixty percent (60%) of such course;

(iv) an employee may be subject to late registration fees.

Wherever possible, the courses attended should be scheduled outside the employee's normal working hours. When this is not possible the employee will not lose regular pay (excluding premiums) for attendance during working hours up to a maximum of three (3) hours per week provided that:

(i) if the course is available outside the employee's working hours the paid leave as mentioned herein will not be available to the employee; and

(ii) a request for the application of tuition waiver and leave of absence must be approved by the Department Head and the Director of Personnel prior to registering for the course. Such approval will not be unreasonably withheld; and

(iii) such leave will be granted provided that the operating needs of the department are not prejudiced, but the University agrees to take into account the needs of the employee. In the event of conflicts between employees, such conflicts will be resolved on a seniority basis where operating requirements of the department are not a factor; and

(iv) the employee will inform his supervisor of his course schedule as soon as the employee is made aware of his schedule.

PROCEDURES

1. *If the courses are to be taken outside the employee's regular work schedule, the signature of the employee's Department Head is not required. If any portion of the course is scheduled during the employee's regular work schedule, the signature of the Department Head will be required, along with that of the authorized signature from the Personnel Department.*
2. *When the Waiver Request Form has been completed by the employee, including the Scheduling Approval of his/her Chairman/Department Head if required, all copies are to be submitted to the Personnel Department, Level 5, University Centre for approval.*

3. *After retaining 1 copy for the employee's Personnel File, the Personnel Department will return 2 copies to the employee's department. Of these, one copy is to be retained in the department for information while the remaining form is to be returned to the employee.*
4. *The Personnel Department will forward the remaining copies to the Bursar or the University School of Part-time Studies and Continuing Education, as appropriate.*

Off Campus Courses 401.3

B) Where an employee wishes to take courses at institutions other than the University of Guelph and doing so will likely increase job proficiency, the financial resources of the department permitting, the employee will be reimbursed for 75% of the cost of tuition up to a maximum of $200 in any one calendar year provided that:

(i) Approval for the chosen course or program must be secured in advance from the employee's Departmental Chairman/Head and from the Director of Personnel. The nature of the program should be such that it will increase the effectiveness of the employee in his/her present or possible future position with the University.

(ii) Reimbursement is contingent upon successful completion.

(iii) Departments are to submit cheque requisitions together with evidence of successful completion and an invoice covering the cost of the course directly to the Payroll Supervisor to reimburse the successful employee.

(iv) For control purposes expense account 400, re training programmes, is to be used for tuition fee reimbursements.

3. Full-time Programmes Leading to a Degree 401.4

An employee who wishes to undertake a programme which requires full-time attendance may apply for a leave of absence without pay for a period of up to eight (8) calendar months. Such leave shall be approved provided:

(a) The application is made at least two (2) months in advance of the commencement of the leave.

(b) Prior approval of the leave is given by the Department Head who shall take into account the operating needs of the department.

(c) Prior approval of the leave is given by the Director of Personnel or his designate.

As noted above, such leave is without pay and the employee is responsible for the full payment of the cost of the benefits program during the period of such leave.

An employee who wishes to undertake a full-time programme which will require more than eight (8) months full-time attendance must resign from the University staff on commencement of their studies provided that no other possible arrangements for class attendance can be devised. The University is unable to give any commitment concerning future employment either in the summer or on a permanent basis in this situation.

UNIVERSITY OF GUELPH PERSONNEL MANUAL

Subject TRAINING

Applies to: ALL STAFF

Section 402 Page 1 of 2

The development of an effective professional and support staff is vital to the growth of this University. Therefore, the training and development of our present work force is essential in order to:

1. improve present levels of employee performance
2. equip employees with those skills and abilities which will be required in the future.

The basic responsibility for staff development must rest with the employing department. However, the Personnel Department can provide valuable assistance in respect to organizational and manpower planning, determination of training needs, and the development of training programmes. The training co-ordinator maintains an up-to-date inventory of trades, skills, administrative, and management training amenities available to University employees in both the Guelph area and beyond.

Meaningful training objectives must be established based on need rather than "training for training's sake". As an educational institution, we have available a wide range of facilities and resources which can be used most effectively in promoting employee development and satisfaction at minimal cost.

In addition to custom-tailored management sponsored in-service training programmes, regular university extension and credit courses are available to employees interested in self-improvement. These are provided through the Educational Opportunities Programme which is described elsewhere in this section. Under this programme, conferences, seminars, and work related off-campus courses can also be used to meet specific individual training needs.

All departments are encouraged to take advantage of the training facilities which are available through the Personnel Department

Recommendations 402.1

Department Heads will be informed of the availability of "in-house" or outside agency instruction that might be of value to their employees and, after consultation with supervisors, will be responsible for the selection and nomination of suitable employees who might benefit from such courses.

Record Keeping 402.2

Certificates of attendance, diplomas, etc. earned by employees attending any form of training course or staff development exercise should be supplied in copy form to both the employee's Department Head and to the Director of Personnel for inclusion in the employee's personal file. The recording in this fashion of an employee's educational achievements could be beneficial to him in any promotional selection. An employee who attends an off-campus course at university expense must report in writing through his supervisor to the Department Head on the value of the course. A copy of this report should be supplied the training co-ordinator so that a central registry of the value of courses may be maintained.

The Personnel Department will co-operate with employing departments to set up in-house inter-departmental training courses on an "as needed" basis using outside resources when necessary.

THE PENNSYLVANIA STATE UNIVERSITY
THE UNIVERSITY LIBRARIES
UNIVERSITY PARK, PENNSYLVANIA 16802

December 10, 1981

In our recent phone conversation, you asked for more information on our staff development efforts; specifically, you wanted further elaboration on support staff development.

As we discussed, for librarians, as faculty, our development role is basically one of support and encouragement as they pursue individual professional interests as related to their faculty assignments. We provide released time and financial support for these pursuits as appropriate and available.

Often, our librarians are successful in obtaining faculty research grants, based on the merit of their proposals. These grants are awarded to them as members of the university faculty and awarded on a competitive basis. Some librarians here have also been successful in obtaining outside grants. A research committee as well as our administrators combine efforts to keep people alert to funding possibilities.

For support staff development, we depend heavily on the university's Human Resources Program, made available through the employee and management development services of its central personnel administration. Not only clerical and staff employees, but also librarians, including top administrators, have participated in these programs. Courses offered include:

I One-Day Workshops:

1. Management Development Workshop Series I & II:

    workshops topics:

    I. "Communication"
    "Leadership Styles"
    "Motivation Techniques"
    "Time Management"

II. "Communicating Within A University Community"
"Transactional Analysis"
"Management By Objectives"
"Problem Solving/Decision Making"

Enrollment Cost: $130 per series

2. Special Manager And Director Workshops:

"Stress Management/Controlling Burnout"
"Transactional Analysis Seminar II"
"Developing Performance Standards"

Enrollment Cost: $30 per workshop

Note: Enrollees from the libraries have included our associate dean and assistant deans, the director of our computer center, and our financial and personnel officers.

II Development Courses:

1. Supervisory Management (basic)

Eight-week course, classes meet once weekly

Enrollment Cost: $45

Basic principles of Planning, Organizing, Controlling, Standards and Appraisal, Communication, Motivation and Decision Making. (first line supervisors, including librarians, staff, and high level clericals)

2. Supervisory Management II

Eight-week course, classes meet once weekly

Enrollment Cost: $50

Provides continuity and reinforcement of management practices as they apply to the university, through experiential exchanges. (for graduates of basic course)

3. Report Writing

Eight-week course; classes meet once weekly

Enrollment Cost: $35

Practical instruction and experience in preparation, organization and writing of reports. (for librarians and staff administrators, managers, supervisors)

4. Oral Communication/Talking With People

Six-week course; classes meet twice weekly

Enrollment Cost: $35

Designed to help staff personnel improve oral communication effectiveness in areas related to their jobs. (for librarians and high level staff)

5. EXCEL

Eight-week course; classes meet once weekly

Enrollment Cost: $50

Designed to enhance and improve the various relevant skills essential in the proper and effective performance of senior office personnel. (for high level secretaries)

6. Writing Skills For Secretaries

Eight-week course; classes meet once weekly

Enrollment Cost: $35

Designed to open new opportunities for secretaries/clericals through an increased awareness of the importance and functions of the communications process and the development of improved writing skills. (for secretaries and other clerical personnel at all levels)

7. Penn State Clerical Enrichment Program

Six-week course; classes meet once weekly

Enrollment free for clericals upon completion of the training period.

Designed to help clericals achieve a degree of job satisfaction through better understanding of university policies and practices and to begin initial training in preparation for career development.

8. Alcohol Awareness Program

Seven-week course; classes meet once weekly

Enrollment Cost: $30

Designed to present objective, scientific information concerning beverage alcohol and its effects. For supervisory personnel. Note: Fall 1981 pilot program was limited to senior administrators to establish acceptance, credibility, and advocacy; our assistant dean for public services was enrolled.

9. Multi Media First Aid

Four-week course; classes meet once weekly

Enrollment free to all levels of library employees. (course taught in-house by certified instructors)

Designed to maintain a core group within the libraries trained and certified to administer first aid.

10. Cardiopulmonary Resuscitation

Six-week course; classes meet once weekly

Enrollment free to all levels of library employees. (course taught in-house by certified instructors)

Designed to maintain a core group trained and certified to perform basic life support for victims of cardiac arrest

11. Certification Updates For First Aid And Cardiopulmonary Resuscitation

    Six sessions; free; in-house instruction

12. CPR Instructors Update Course

    One session; enrollment cost $10

Designed to provide instructors in each work area; the University Libraries Building Coordinator and Safety Officer is our instructor.

111 Miscellaneous

1. Pre Retirement Counseling Sessions

   One three-hour session by invitation for faculty and staff approaching retirement age; no cost.

Designed to provide in-depth financial information as faculty and staff approach retirement age.

2. Affirmative Action Roundtable Discussion

   One two-hour session for Library Administrative Personnel (including Department Chiefs)

Designed to provide information and dialog about the university's Affirmative Action Program and annual audit reports.

3. Do's And Don'ts Of Employment Interviewing

   Two-hour session for supervisory personnel

Designed to familiarize staff with good interviewing techniques.

4. Hypertension Screening Program

   Walk-in program at selected sites on campus (library included) for three days; for all employees and students of the university.

Designed to identify potential high blood pressure problems.

5. Benefits Update Program

   Two-hour briefing for library employees

Designed to provide information and dialog about benefits available to Penn State employees.

6. Safety Programs

Films, guest speakers on safety topics as scheduled in cooperation with library safety officer for all employees.

7. Strong Pacer Program

Two-hour demonstration by inventor for clerical personnel; equipment available for scheduling individual practice.

Designed to provide the opportunity for clerical employees to enhance or develop typing skills through practice.

8. Affirmative Action O U C H Program

Two one-day workshops for supervisory personnel

Designed to develop awareness of the need for making people decisions with objectivity, uniformity of application, consistency of effect, and job relatedness.

Other in-house offerings in the past include cancer screening programs, performance appraisal workshops, films on various management and employee development topics, sessions on deferred tax annuity benefits and resources for providing services for the handicapped.

All enrollment fees are paid by the University Libraries. Recommendations for enrollment are solicited from administrators, department chiefs, section heads, and other supervisory personnel. Employees' requests for enrollment are honored if the training is appropriate to the employee's responsibility or promotional potential. The morale factor can be a determinant, as well.

As a member of the university's Training and Development Committee, I participate in the process of determining needs, reviewing proposed programs, and recommending implementation. The eight-member committee is currently conducting a detailed study to diagnose opportunities to improve existing programs and is planning a new program on computers for non-computer people.

If I can provide you with additional information, please let me know.

Sincerely,

Ann K Minshall

Ann K. Minshall
Personnel Officer

AKM/cjf

THE PENNSYLVANIA STATE UNIVERSITY
INTER-OFFICE CORRESPONDENCE

Date: July 27, 1982

From: Anne K. Minshall

To: Department Chiefs

Please review the enclosed schedule of employee development courses which will be offered Fall, Winter and Spring Terms, 1982/83. (Please keep in mind that CPR and Multi-Media First Aid course can be offered by Jim Petro internally.)

I appreciate your recommendations on employees in your department so that I can make arrangements for enrollments after August 15 with Mr. Keiser.

AKM:kdc

Enclosure

THE PENNSYLVANIA STATE UNIVERSITY

Inter-Office Correspondence

2 7 1982

Date: July 26, 1982

From: Dennis W. Keiser, Coordinator, Employee and Management Development

To: Personnel Representatives

Subj: Schedule of Standard Courses for the 1982-83 Development Year (Does not include workshops, seminars and new courses in the development stage at the present time.)

FALL Oral Communications/Talking With People - Dr. Douglas Pedersen

A basic course in improving oral communication effectiveness will be offered to staff personnel and clerical grade level six and above who seek to improve their oral communication effectiveness in areas related to their jobs. The course will be offered in Room 308 Boucke Building from 11:00 to 12:15 each Monday and Wednesday beginning September 13, for eight successive weeks (November 3). The fee of $40.00 (IDT) covers the cost of instruction and the instructional materials utilized.

Cardiopulmonary Resuscitation Course - Ron Horner & Maurine Banner

A course designed to give full time University employees practical instruction and experience in the fundamentals of Cardiopulmonary Resuscitation will be offered in Room 173 Willard Building from 8:30 to 11:00 a.m. each Monday beginning September 13, for six successive weeks (October 18). The fee of $10.00 (IDT) covers the cost of the instructional materials utilized.

Multi-Media First Aid Course (Basic) - Ron Horner

A course designed to give full time University employees practical instruction and experience in the fundamentals of basic first aid will be offered in Room 173 Willard Building from 1:00 to 3:30 p.m. each Monday beginning September 13, for four successive weeks (October 4). The fee of $12.00 (IDT) covers the cost of the instructional materials utilized.

PSCEP (Penn State Clerical Enrichment Program) - Dennis Keiser

A program to familiarize clerical employees with University Policy and Organization, to identify work situation problem areas in the office, and to begin the initial stages of professional office training and preparation for career development will be offered in Room 173 Willard Building from 9:00 to 11:30 a.m. each Tuesday beginning September 14, for six successive weeks (October 19). The fee of $15.00 (IDT) covers the cost of the instructional materials utilized.

Pre-Paid PSCEP (for recent clerical hires who participate within one year after the completion of their initial learning period) - Linda Pierce

Room 173 Willard Building
1:15 to 3:45 p.m.
Tuesdays - Beginning September 14 for six successive weeks (October 19)

Basic Supervisory Management Course for Personnel with Clerical Supervisory Responsibilities - Dennis Keiser

A course in the basic principles of supervisory management will be offered in Room 173 Willard Building from 9:00 to 11:30 a.m. each Wednesday beginning September 15, for eight successive weeks (November 3). The fee of $40.00 (IDT) covers the cost of the instructional materials utilized.

Alcohol Awareness Program - Dr. William Eck

A course to create awareness of the use, non-use, and problems associated with beverage alcohol will be offered in Room 173 Willard Building from 1:15 to 3:15 p.m. each Wednesday beginning September 15, for seven successive weeks (October 27). The fee of $35.00 (IDT) covers the cost of instruction and the instructional materials utilized.

Computer Awareness Program - Dennis Keiser, Computer Background Facilitators

A basic course designed to create computer/data processing awareness for University employees will be offered in Room 173 Willard Building from 9:00 to 11:30 a.m. each Thursday beginning September 16, for eight successive weeks (November 4). The fee of $45.00 (IDT) covers the cost of instruction and the instructional materials utilized.

Report Writing - Preparation and Organization - John Swinton

A course designed to give administrators, managers, supervisors and other professional employees practical instruction and experience in the fundamentals of report writing will be offered in Room 173 Willard Building from 1:15 to 3:45 p.m. each Tuesday beginning September 16, for eight successive weeks (November 4). The fee of $40.00 (IDT) covers the cost of the instructional materials utilized and instruction.

WINTER Oral Communications/Talking With People - Dr. Douglas Pedersen

Room 17 Sparks Building
11:00 to 12:15 p.m.
Mondays and Wednesdays - Beginning January 10, 1983, for eight successive weeks (March 2)
IDT - $40.00

PSCEP - Dennis Keiser

Room 173 Willard Building
9:00 to 11:30 a.m.
Tuesdays - Beginning January 11, 1983 for six successive weeks (February 15)
IDT - $15.00

Pre-Paid PSCEP - Linda Pierce

Room 173 Willard Building
1:15 to 3:45 p.m.
Tuesdays - Beginning January 11, 1983 for six successive weeks (February 15)

Cardiopulmonary Resuscitation Course - Ron Horner & Maurine Banner

Room 174 Willard Building
8:30 to 11:00 a.m.
Tuesdays - Beginning January 11, 1983 for six successive weeks (February 15)
IDT - $10.00

Multi-Media First Aid - Ron Horner

Room 174 Willard Building
1:00 to 3:30 p.m.
Tuesdays - Beginning January 11, 1983 for four successive weeks (February 1)
IDT - $12.00

EXCEL Course for Clerical Grade Levels Six and Above - Dennis Keiser

A program to enhance behavioral skills of senior career oriented office personnel will be offered in Room 173 Willard Building from 9:00 to 11:30 a.m. each Wednesday beginning January 12, 1983 for eight successive weeks (March 2). The fee of $50.00 (IDT) covers the cost of the instructional materials utilized.

Alcohol Awareness Program - Dr. William Eck

Room 173 Willard Building
1:15 to 3:15 p.m.
Wednesdays - Beginning January 12, 1983 for seven successive weeks (February 23)
IDT - $35.00

Basic Supervisory Management Course for Personnel with Staff and/or Technical-Service Supervisory Responsibilities - Dennis Keiser

Room 173 Willard Building
9:00 to 11:30 a.m.
Thursdays - Beginning January 13, 1983 for eight successive weeks (March 3)
IDT - $40.00

Writing Skills for Secretaries/Clericals - John Swinton

A course in the basic skills of writing will be offered in Room 173 Willard Building from 1:15 to 3:45 p.m. each Thursday beginning January 13, 1983 for eight successive weeks (March 3). The fee of $40.00 (IDT) covers the cost of instruction and the instructional materials utilized.

Computer Awareness Program - Dennis Keiser, Computer Background Facilitators

Room 173 Willard Building
9:00 to 11:30 a.m.
Fridays - Beginning January 14, 1983 for eight successive weeks (March 4)
IDT - $45.00

SPRING Oral Communications/Talking With People - Dr. Douglas Pedersen

Room 173 Willard Building
11:00 to 12:15 p.m.
Mondays and Wednesdays - Beginning March 21, 1983 for eight successive weeks (May 11)
IDT - $40.00

Computer Awareness Program - Dennis Keiser, Computer Background Facilitators

Room 173 Willard Building
1:15 to 3:45 p.m.
Mondays - Beginning March 21, 1983 for eight successive weeks (May 9)
IDT - $45.00

PSCEP - Dennis Keiser

Room 173 Willard Building
9:00 to 11:30 a.m.
Tuesdays - Beginning March 22, 1983 for six successive weeks (April 26)
IDT - $15.00

Pre-Paid PSCEP - Linda Pierce

Room 173 Willard Building
1:15 to 3:45 p.m.
Tuesdays - Beginning March 22, 1983 for six successive weeks (April 26)

Cardiopulmonary Resuscitation Course - Ron Horner & Maurine Banner

Room 174 Willard Building
1:00 to 3:30 p.m.
Tuesdays - Beginning March 22, 1983 for six successive weeks (April 26)
IDT - $10.00

Multi-Media First Aid - Ron Horner

Room 174 Willard Building
8:30 to 11:00 a.m.
Tuesdays - Beginning March 22, 1983 for four successive weeks (April 12)
IDT - $12.00

Pre-Paid PSCEP - Dennis Keiser

Room 173 Willard Building
8:15 to 10:45 a.m.
Wednesdays - Beginning March 23, 1983 for six successive weeks (April 27)

Alcohol Awareness - Dr. William Eck

Room 173 Willard Building
1:15 to 3:15 p.m.
Wednesdays - Beginning March 23, 1983 for seven successive weeks (May 4)
IDT - $35.00

Supervisory Management II Course

A course to provide continuity of management practices for graduates of the Basic Supervisory Management Course will be offered in Room 173 Willard Building from 9:00 to 11:30 a.m. each Thursday beginning March 24, 1983 for eight successive weeks (May 12). Participants should have at least one year of on the job supervisory experience since their completion of the Basic Supervisory Management Course to permit meaningful experiential exchange. The fee of $50.00 (IDT) covers the cost of the instructional materials utilized.

Writing Skills for Secretaries/Clericals - John Swinton

Room 173 Willard Building
1:15 to 3:45 p.m.
Thursdays - Beginning March 24, 1983 for eight successive weeks (May 12)
IDT - $40.00

SUMMER Computer Awareness Program - Dennis Keiser, Computer Background Facilitators

Room 172 Willard Building
9:00 to 11:30 a.m.
Tuesdays and Thursdays - Beginning June 2, 1983 for four successive weeks (June 28)
IDT - $45.00

PSCEP - Linda Pierce

Room 173 Willard Building
9:00 to 11:30 a.m.
Tuesdays and Thursdays - Beginning June 2, 1983 for three successive weeks (June 21)
IDT - $15.00

Pre-Paid PSCEP - Dennis Keiser

Room 173 Willard Building
1:15 to 3:45 p.m.
Tuesdays and Thursdays - Beginning June 2, 1983 for three successive weeks (June 21)

THE PENNSYLVANIA STATE UNIVERSITY

Inter-Office Correspondence

Date: August 2, 1982

From: Ray T. Fortunato

To:

Subj: Management Development Workshop Series

Now in its seventh year, the Management Development Workshop Series for University directors and managers is offered for the purpose of exchanging current managerial ideas, techniques, and experiences, thus enabling participants to increase their capacities for better University managerial performance.

The program is accepted and endorsed by President Oswald who personally opens the series by giving a short talk to the participants on the value of such training and the benefits to be derived by the participants and the University.

Reaction to the series by the participants is most favorable, and their evaluation forms suggest that:

1. The series serves an extremely useful purpose in getting University managers and directors together;
2. The subject matter is timely and applicable to their positions;
3. An expansion of subject areas should be offered to the participants; and
4. Expansion of the program should include new groups on a peer level.

The University Training and Development Committee, responding to these suggestions, is offering two workshop series beginning this Fall.

Series No. 1 is intended to be a repeat of the introductory series for a new group of managers and directors from the same general areas as last year.

Topics for the series include:

1.	"Communication"	September 17, 1982
2.	"Leadership Styles"	October 18, 1982
3.	"Motivation Techniques"	November 18, 1982
4.	"Time Management"	December 9, 1982

For this series, total costs including instruction, instructional materials, luncheons, and refreshment breaks will be $140.00 per participant.

Series No. 2 is intended to permit continuity of management training topics for participants who have attended Workshop Series No. 1 in the past.

Topics for the series include:

1. "Communicating Within a University"	September 20, 1982
2. "Transactional Analysis"	October 19, 1982
3. "Effective Interviewing/Performance Appraisal"	November 19, 1982
4. "Decision Making/Problem Solving"	December 10, 1982

For this series, total costs including instruction, instructional materials, luncheons, and refreshment breaks will be $140.00 per participant.

For both series, we will use the facilities of the Keller Building and the faculty of Management Development Services of Continuing Education as well as outside speakers.

For your convenience, we are including a sample list of individuals in your area you might wish to recommend to participate in Workshop Series No. 1. This group would be a peer group to the past participating groups. (Administrators and staff exempt personnel who have managerial responsibilities.)

The names marked with an asterisk on the enclosed list are those personnel from your area that have been in attendance at a Workshop Series 1 in the past. We recommend that you send the same people back for Series No. 2 this year. This will give them continued exposure to good management principles applicable to their positions.

Please give some consideration to your recommendations for participants to the Workshop Series and respond on the enclosed application form by September 3, 1982, if you are interested in having representation from your area. Class size in each series will be held to 30 students to facilitate the workshop format. Additional information concerning dates, times, locations and costs will be forwarded to the participants at a later time.

Thank you for your cooperation.

Ray T. Fortunato
Assistant Vice President for Personnel Administration
108 Willard Building

EXCHANGE OF LIBRARIANS BETWEEN THE REFERENCE DEPARTMENT AND CATALOG DEPARTMENT

Purpose: to give members of each department a fresh perspective; to disseminate information about AACR2 and to receive feedback on its impact; to give the two departments and individuals in the departments an awareness of the functions and needs of each area; to provide an opportunity for librarians to add to their professional growth in a time of decreased mobility

Plan:

1. the head of each department will present the plan to her staff Dec. 13
2. we will ask for one volunteer from each department to participate in the plan beginning winter quarter (2nd week in January) and continuing through spring quarter. If the plan is successful, we will continue with a different member from each department for summer and fall quarter.
3. exchange time:
   - a) Reference Department
     a Catalog Librarian will spend 4 hours a week as a Reference Librarian - 2 hours on one day and 2 hours on a second day
   - b) Catalog Department
     a Reference Librarian will spend 1/2 day a week as a Catalog Librarian
4. duties:
   - a) Reference Department - the exchange Catalog Librarian will be assigned to a particular Reference Librarian for the duration of the exchange
     1) Reference desk assignment, which will give the Catalog Librarian the opportunity to learn not only the function of a Reference Librarian but also an insight into when a Reference Librarian uses the card catalog and what access points are used or not used in the card catalog. This could be especially useful in planning for an online catalog.
     2) Term paper consultation - this activity occurs most frequently in midterm and late term. After appointments are made, the Reference Librarians indicate which subjects they would like to work on; the Catalog Librarian will have an opportunity to use to a greater extent than now possible the specific subject expertise he/she has. Consultations scheduled in advance allow for greater preparation time and lessen the pressures of on-the-spot reference service
     3) Bibliographic instruction - this activity takes more preparation time and may or may not be feasible as part of the exchange plan. The time of the year and the inclination or talents of the Catalog Librarian will be factors in determining the implementation of this phase of reference work
   - b) Catalog Department - the exchange Reference Librarian will be assigned to a specific Catalog Librarian for the duration of the exchange
     1) Filing revision assignment, which will give the Reference Librarian the opportunity to learn the filing arrangment of the card catalog in greater depth and to participate in the editing which is a part of the filing revision. He/she will have an opportunity to see the restriction imposed on the catalog by AACR/LCSH/

OCLC rules and to participate in the decision involving these restrictions

2) Non-LC OCLC cataloging - will familiarize the Reference Librarian with the OCLC and AACR formats as well as give him/her the chance to classify, edit, add subject headings and descriptive information. Since this activity is less complex than original cataloging, the exchange Reference Librarian will work in this area the first quarter

3) Original cataloging - after the non-LC OCLC cataloging mastery, in the second quarter, the exchange Reference Librarian will be assigned original cataloging with a choice of subject or language material which will allow him/her to use more extensively his/her subject or language special expertise.

EMORY UNIVERSITY

PROGRAM FOR REFERENCE EXCHANGE LIBRARIAN IN THE CATALOG DEPARTMENT

The program is designed to give an opportunity to participate in or have a demonstration of the librarian's activities in the Catalog Department and to provide some understanding of support staff duties and how they are affected by the librarian's activities.

1st-4th week (Sept. 28-Oct. 19)

1. Catalog Dept. Manual - AACR 2 and routines for distribution of books and slips
2. Cataloging of hard bound non-LC OCLC general collection (no series, no DC call nos.)
3. On-line Cataloging - tagging books

5th week (Oct. 26 - Barbara Bagwell)

1. Subject authority file and guides
2. Introduction to LCSH

6th week (Nov. 2)

1. Catalog Dept. Manual - subject headings and bindery books
2. Bindery books - cataloging (no series and no DC call nos.)

7th week (Nov. 9)

1. Non-LC OCLC cataloging - general collection with series and DC call nos.
2. Explanation of series authority file and LC classification schedules

8th week (Nov. 16)

1. Catalog Dept. Manual - series/classification/descriptive cataloging
2. Cataloging materials for Reference/Chemistry/Doc Ctr/Sci Lib/Sci Ref/Folio

9th week (Nov. 23)

1. Catalog Dept. Manual - Reference/Chemistry/Doc Ctr/Sci Lib/Sci Ref/Folio
2. catalog
3. read filing rules

10th week (Nov. 30)

1. File in public catalog
2. Catalog
3. Become familiar with AACR 2

11th week (Dec. ?)

1. File in public catalog
2. catalog

12th week (Jan. 4)

1. Revise in public catalog/explanation of revision activities
2. catalog

13th week (Jan. 11)

1. revise in public catalog
2. catalog microforms
3. read Catalog Dept. manual on microform cataloging

14th week (Jan. 18)

1. original cataloging of monographs - creation of workforms
2. Online Cataloging and AACR 2 for tagging and cataloging forms and format

PROGRAM FOR REFERENCE EXCHANGE LIBRARIAN IN THE CATALOG DEPARTMENT (cont.)

15th week (Jan. 25)
1. revise in public catalog
2. original cataloging/revision of inputting of workforms

16th week (Feb. 1)
1. Demonstration of procedure for added volumes of serials (Gail Brown)
2. Catalog OCLC/workforms

17th week (Feb. 8)
1. revise in public catalog
2. creation of series authority records for new classed separately items - demonstration (Linda Sapp, Gail Brown)

18th week (Feb. 15)
1. Demonstration of procedures for new serials and serial analytics (Linda Sapp)
2. Catalog OCLC/workforms

19th week (Feb. 22)
1. revise in public catalog
2. demonstration of procedures for Candler Library materials (Richard Golden, Grace Wu)

20th week (Mar. 1)
1. Demonstration of procedures for duplicates/monographic added volumes/withdrawals (Betty Crosby, Richard Golden, Beverly Turner)
2. catalog OCLC/workforms

21st week (Mar. 8)
1. revise in public catalog
2. demonstration of general staff tasks (Bernice Jackson, Pat Trice, Marsha George, Anita Westlake, Pat Willoughby)

Tarina Stephens will be the resource person for the Reference Exchange Librarian (Alan Clark) for fall and winter quarters. She will be responsible for instruction, advice and revision. Demonstrations of special categories will be handled by other staff members. Alan will be working in the Catalog Dept. from on The final critique and suggestions for the program will be set up at a later date.

PROGRAM FOR CATALOG EXCHANGE LIBRARIAN IN THE REFERENCE DEPARTMENT

EMORY UNIVERSITY

Activities of the program are designed to provide the librarian with an opportunity to work with library users primarily at the Reference Desk, but also to observe other areas of reference service and methods of interaction that are also an important part of reference service. Because service is dependent upon the demands of users a definite schedule of activities cannot be determined. However, a list of activities to be undertaken or observed is useful, together with a tentative schedule which can be filled in or modified on a more immediate basis.

1st week (September 29, October 1)

29. Tour of Reference Stacks and most used Reference materials. Discussion of frequently asked questions and appropriate sources.
1. a) Discussion of bibliographic instruction program. (Luella Hemingway)
   b) Explanation of Reference Office files, locations, union lists.

2nd week (October 6, 8)

6. a) Observe freshmen orientation tour.
   b) ILL (Robert King)
   University Center, Union Catalog
8. a) Observe freshmen slide/tape show.
   b) Microforms Center (Eric Nitschke)
   c) Read Reference Manual.
   Interlibrary use cards, categories of users
   Reference statitics
   Circulation of Reference and Vertical File materials
   Files in Reference Office

3rd week (October 13, 15)

13. a) Discussion of Science and Documents sources for referral purposes.
    b) Reference Manual
15. a) Discussion of computer searches - when and why used.
    b) Reference Manual

4th week (October 20, 22) Study Reference Collection.

5th week (October 27, 29) Reference Desk

Weeks 6 - 19 will concentrate on providing an opportunity for the Catalog Exchange Librarian to work toward full and independent service at the Reference Desk. As the situation arises and time permits, participation in other activities is anticipated. These include:

1) attendance at a computerized bibliographic search
2) participation in term paper consultations
3) possible participation in bibliographic instruction program

6th week (November 3,5); 7th week (November 10,12); 8th week (November 17,19); 9th week (November 24); 10th week (December 1,3); 11th week (December 8,10); 12th week (January 5,7); 13th week (January 12,14); 14th week (January 19,21); 15th week (January 26,28); 16th week (February 2,4); 17th week (February 9,11); 18th week (February 16,18); 19th week (February 23,25); 20th week (March 2,4); 21st week (March 9,11).

Marie Nitschke will be the resource person for the Catalog Exchange Librarian (Grace Wu) for fall and winter quarters. She will be responsible for instruction and advice, however the Catalog Exchange Librarian will work with a number of Reference Librarians while at the Reference Desk to observe and learn the variety of approaches used by the staff. Explanations of Interlibrary Loan and the Microforms area will be handled by Robert King, Interlibrary Loan Supervisor and Eric Nitschke, Microforms Librarian.

Evaluation of the Program:
Emory University

Discussions with participants at the conclusion of each exchange period have been enthusiastic and results have exceeded the expectations for the program. These informal discussions have aided in improving the program by changing the program to meet other needs which have been identified. Training materials have been developed which have been used with other staff. Additional training information was identified and is being developed. Reference librarians became familiar with filing rules by revising in the card catalog which has helped them better use the card catalog and to keep up these skills they will continue to do revising in the future. This revising will be done in exchange for time catalogers work at the reference desk so reference librarians may attend departmental staff meetings, conferences or when the department is short-staffed. Familiarity with the OCLC record fields and tags helps in reference service as well since much useful information is contained in a MARC record.

Catalogers have found working at the reference desk to be useful in helping them realize the problems students have in finding materials in the card catalog, the importance of access points, the problem of too general subject headings and the limitations in general of the serials catalog in determining specific holdings information.

Most participants would like to repeat the exchange in order to refresh their skills and learn new areas. Other departments have expressed interest in participating in the program or developing others and it is planned that the nonprofessional staff will begin to participate as well.

STAFF ROTATION PROGRAM

Staff rotation is a matter of great interest to the library staff. The rotation program introduced here addresses one means of facilitating staff exchange between departments; this proposal is not intended to cover any intra-departmental rotations. The program was drafted by the Staff Development Committee and has been reviewed and endorsed by the Library Administration, General Library Department Heads, and the Advisory Council to the University Librarian.

The success of such a rotation program will depend upon the interest, enthusiasm, and efforts of the library staff and, especially, of the department heads in viewing staff rotation as beneficial both to their departments and to their staff. Because rotational assignments can be a valuable experience for all concerned, department heads are urged to be as imaginative and flexible as possible in order to create rotational opportunities. Besides the typical general call for candidates to fill a rotational position, departments might consider exchanging employees (which need not occur simultaneously), offering to pay part of the rotation individual's salary, or establishing special projects that might allow a flexible time commitment.

Objectives:

The objectives of this program, for the department and the library as a whole, are:

1. to enable departments to draw on expertise not available within their own departments, particularly for special projects;
2. to develop and strengthen lines of communication between departments by means of staff exchange;
3. to enable departments to develop a more flexible and knowledgeable staff - one in which staff members have an overall picture of the library's processes and mission and, therefore, a better sense of where their positions fit in and their importance;
4. to develop a pool of trained employees which can be drawn on in case of an emergency in a department's staffing (for example, in case of an extended illness); and
5. to improve staff morale and reduce staff turnover.

DEPARTMENT HEADS MANUAL

Program objectives for the individuals involved are:

1. to develop skills and widen areas of expertise;
2. to increase job satisfaction and productivity;
3. to freshen staff members' outlooks toward their own jobs, by being able to approach them from other perspectives; and
4. to help avoid staff burnout.

Procedure:

1. A call will be sent out by the Library Personnel Office in the late spring to department heads asking them to list rotational opportunities in their departments. This is not to limit listing of opportunities to one time of year; they could be listed at any time but, for the sake of efficiency and awareness, the more listed at one time, the better. A sample listing form is attached. More are available from the Personnel Office and the SDC.

2. After listings for opportunities are assembled, they will be advertised in CU News, with a call for applicants. Staff members could apply for specific positions or in general. A copy of the request form is attached, and more are available from the Personnel Office and the SDC. The signature of the head of the home department indicates approval and that the home department is agreeable to this person's participation. Along with the signature, the department head may specify a limit to the time commitment.

3. Two files will be maintained: one of staff interested in rotational positions and one of rotational opportunities. One member of the Staff Development Committee will be designated to assemble and maintain these files and to serve as the contact person for the program. Until this designation is made, Patricia Davison, SDC Chair, will act as the contact person.

Once assembled, the files themselves will be maintained in the Library Personnel Office for consultation.

4. To facilitate the communication process, the names of individuals who note interest in a particular department or opportunity will be routed to the appropriate department head. Depending upon the nature of the rotation, the experience and skills of the applicants, and the time available to the department head, several methods of choosing among candidates may be employed--review of application forms, brief telephone interviews, in-person interviews, etc. Choosing the candidate who will fill a rotational position is the choice and responsibility of the department head.

DEPARTMENT HEADS MANUAL

5. Rotational opportunity listings are considered active as long as maintained in the file. They will be removed if the position is filled or withdrawn by the department head.

Rotational assignment requests are considered active for yearly periods, with a set expiration date each spring. That is, if an applicant for the program does not find a rotational position during the year, he or she would have to re-apply to keep his or her application active for the following year. Application for the program in no way guarantees placement. Staff members may withdraw their applications at any time during the year.

6. Once a match is made, the specific arrangements for the rotation are to be worked out among the department head offering the opportunity, the department head whose staff member is chosen, and the staff member. Certain guidelines to be observed in the arrangement are specified in (5) below.

7. During the first year of implementation, departments will not be required to advertise their rotational opportunities through the rotation clearinghouse. However, because of the need to evaluate this experimental program fully, those departments who fill rotations in ways other than through the clearinghouse will be asked to inform the committee about their rotations.

The role of the Staff Development Committee in this program is limited to publicity of the program; coordinating of the opportunity and applicant files; service as an information source about the program; and evaluation of the program at the end of the initial trial period. The committee cannot be, and has no desire to be, involved in specific personnel actions.

Guidelines:

1. To be eligible for rotation, a staff member must be a career-status employee and have worked in his or her department a minimum of 2 years. Non-General Library Staff are eligible to participate in the program.

2. The home department must be agreeable to a staff member's participation in the program. Staff members should realize that the needs of their own department may sometimes limit or even preclude their participation in any given year and that a department will need to limit the number of its staff who can participate at any given time. At the same time, department heads are urged both to provide rotational opportunities within their department and to make every effort to allow their staff to participate.

DEPARTMENT HEADS MANUAL

3. Departments willing to accept rotations into their units should be equally willing to allow the rotation of their staff members out into other units. Departments which feel that they traditionally give more than they receive in the area of rotation should consult with the Library Training Officer and review the clearinghouse files to develop ideas for rotational positions which would attract applicants.

4. The length of time for a rotational opportunity must be specified, with renewal options if aggreeable to all concerned. The length of time would normally be not less than 3 months nor more than one year.

5. Evaluation of the individual's performance in the rotational position is required. The methods and intervals of evaluation should be agreed upon in advance by the department head and the individual rotating into the department. Whenever possible, these methods and intervals should fit into the department's existing procedures and schedules. One possible schedule is: after one month (may be informal), after 3 months (should be written), and a final review after completion of the rotation. The final review must be written with one copy going to the individual and one copy to the Library Personnel Office for placement in the individual's personnel file.

6. A written agreement is required between the staff member and the two department heads. This document will serve as a memo of understanding and should contain: objectives of the rotation (both for the individual and for the department); starting date and length of rotation; the time commitment (with any needed agreement for flexibility during peak workload periods or during training); provision for evaluation specifying how often and by whom; provision for termination of assignment if it is apparent to all that it is not working; a written training plan; and any other provisions desired by the parties concerned.

This agreement will serve to guarantee that all parties have the same expectations and understanding with respect to the terms of the rotation and will cooperate in evaluation and training. In addition, evaluation of the rotational opportunity (as opposed to the individual) will be easier if done against the stated objectives of the opportunity, as specified at the outset.

Evaluation of the Program:

The Staff Development Committee will evaluate this program at the end of its first year of operation. To aid in this, the committee will gather information by means of short evaluation forms, to be filled out by the participants in the program: rotating staff members, department heads offering opportunities, department heads from the home department, and the Staff Development Committee member who assembled and maintained the files. These evaluations concern the program, not the individuals involved. In addition to examining how well the procedures worked, evaluation will be based on how well the program met the stated objectives, fulfilled expectations, served as an asset to individual departments and to the library as a whole, and on whether it adversely affected the home departments. The Committee's report will be submitted to the University Librarian, ACUL, LAUC-B, and all department heads.

Texas A&M University Library

POLICY STATEMENT #18

STAFF EXCHANGE/SHARING PROGRAM

Purpose

The Staff Exchange/Sharing Program is intended to encourage staff development by providing opportunities for staff members to acquire new skills and to broaden their knowledge of overall library operations. Two options are available to a department wishing to be involved: a specific exchange of staff members or a creation of a sharing opportunity.

Eligibility

The program is open to classified staff members who have been employed in the Sterling C. Evans Library a minimum of one year. Employees who previously worked for the Library for one year or more in a budgeted position and have completed the probation period for their current position, are eligible for the program. Participation is contingent on the approval of the employee's supervisor, division head, and assistant director. Departmental operations are of primary concern and any application may be denied due to departmental constraints.

Length of Individual Programs

In order to provide maximum benefit to those involved, a minimum of four months is suggested, with the option to renew for a maximum total of ten months. The hours per week may vary and are scheduled by mutual agreement of supervisors and participating staff.

Training

Each department will be responsible for planning and outlining the training to be provided the participants. A preprogram training period may be established upon the agreement of all concerned.

Termination

If it is determined that the program is not accomplishing the stated objectives, the program may be terminated by any of the participants involved. An explanation must be given participants. Similarly, if the department(s) involved has/have a crisis, the staff member(s) may be requested to return to the primary job assignment either temporarily or permanently depending on the difficulties.

Evaluation

Periodic evaluation--Heads of departments involved will conduct an evaluation of the program at the end of the first two months. The evaluation should assess the impact on the department, the training provided, the ability of the host departments to effectively utilize the participants, and the achievement of the program objectives. Participants' progress will be evaluated at the same time by the department head and/or other appropriate staff members. These evaluations will be based on the training provided and defined activities as well as the individuals' cooperation and general attitude. At this same time, participants will be asked to evaluate the program and their own progress in relation to the training provided, assigned activities, as well as other aspects of the program.

Final evaluation--The department heads will complete a final evaluation to assess the overall success of the program in terms of benefit to staff member(s) as well as departments. The evaluation will be written and forwarded to the head, Personnel Operations, through the division head and assistant director and will be placed in a central file of materials on the program. A formal evaluation of the participant's progress and accomplishments will be placed in the person's personnel file. Participants will be asked to write a candid evaluation of the program. This evaluation will be shared with the department head(s) operating the program. Participants will also be responsible for reporting their experience to their primary department as the department sees fit (e.g., written report, oral discussions, etc.).

EXCHANGE OPTION

An exchange will usually be between employees of the same classification and may involve all aspects of each person's respective job or be limited to specific duties as predetermined by supervisors and the staff members who will be exchanged.

Nature of the Exchange

Staff members wishing to exchange their positions for another will complete the form for the Staff Exchange Program and submit it for appropriate approvals. The head, Personnel Operations, will receive the approved form and post the exchange description on the classified staff job board. Employees interested in the exchange will complete the same staff exchange application form, receive approvals, and forward the form to the head, Personnel Operations. The head, Personnel Operations, will work with the host supervisor in scheduling interviews of those applicants who are qualified. The supervisor will discuss the selections and nonselections with the head, Personnel Operations, providing brief statements as to the decisions. The head, Personnel Operations, will inform applicants as to the status of their application and will then work with the supervisor of the selected applicant in arranging an interview and other details. The decisions not to accept applicants or exchange candidates are not subject to appeal or grievance procedures.

If an employee applying to exchange jobs designates a specific division to exchange into, the head, Personnel Operations will work with the selected division head in coordinating an exchange. All exchanges are voluntary. If no employee within the designated division wishes to trade, the head, Personnel Operations, will so inform the requesting employee and the exchange will not be possible.

SHARING OPTION

Departments may offer Library staff members a developmental opportunity by designing and "advertising" a staff sharing proposal. The department will complete the Staff Sharing Opportunity Form describing the specific duties, project, or special assignment to be offered, the qualifications necessary, length of time, and training. The opening will be posted on the classified staff job board and approved applications accepted by the head, Personnel Operations. Qualified applicants will be interviewed by the supervisor offering the sharing opportunity; applicants' supervisors may be consulted during the selection process. The supervisor will discuss the selections and nonselections with the head, Personnel Operations providing brief statements as to the reasons for the decision. The head, Personnel Operations, will inform applicants as to the status of their application.

Texas A&M University Library

STAFF SHARING OPPORTUNITY PROPOSAL

Directions: Department or division heads wishing to propose a staff sharing opportunity should complete this form and forward it to their supervisor for further action.

NAME ________________________________

DEPARTMENT __________________________

LENGTH OF TIME: Beginning date ____________ Ending date ____________

Hours per week ____________

OBJECTIVE OF OPPORTUNITY:

DUTIES:

TRAINING:

QUALIFICATIONS FOR APPLICANTS:

Division head: ____________________________ Approved _____ Not approved _____

Assistant director: ________________________ Approved _____ Not approved _____

Forward to head, Personnel Operations.

Texas A&M University Library

REQUEST TO PARTICIPATE IN STAFF EXCHANGE/SHARING PROGRAM

Directions: Employees wishing to apply for a staff exchange or sharing opportunity should complete this form and submit it to their supervisor for further action.

I am applying for: _____Exchange Program _____Sharing Program

NAME____________________ DEPARTMENT____________________

CLASSIFICATION____________________ DATE OF APPLICATION____________________

EXCHANGE:

Describe the duties to be exchanged and training to be provided:

Why do you wish to participate in the Exchange Program?

Specific division preferred?____________________

STAFF SHARING:

Departmental Program____________________

Describe your current position and relevant experience for this sharing program:

Why do you wish to participate in the particular activity you have requested?

- -

Length of program: Beginning date__________ Ending date__________

Hours per week__________

Pre-exchange training?__________________ If so, number of days and hours__________________

Supervisor:__________________ Approved_____ Not approved_____
Give reason:

Division head:__________________ Approved_____ Not approved_____
Give reason:

Assistant director:__________________ Approved_____ Not approved_____
Give reason:

Forward to head, Personnel Operations.

Texas A&M University Library

TO: (Employee)

(Supervisor)

FROM: (Head, Personnel Operations)

SUBJECT: Two Month Review - Staff Exchange/Sharing Opportunity

Attached is the two month review form for your staff exchange/sharing program. The employee is to complete the top section of the form and forward the form to the supervisor who will then complete the lower half. The two people should meet to discuss the review, both signing the sheet and forwarding it to Head, Personnel Operations. The employee may add comments at the bottom of the page.

This review is not to be placed in the employee's personnel file, but is to encourage a discussion of issues of concern to the employee and supervisor.

Two Month Review: Staff Exchange/Sharing Opportunity

Name of Employee ____________ Classification ____________ Period covered ____________

Supervisor's name and title ____________

To be completed by employee then forward to supervisor

1. Evaluate your progress to date in meeting the responsibilities and duties of the position.

2. Please comment on the training you have received, supervision, and any other aspects of the program.

To be completed by the supervisor

1. Evaluate the employee's progress to this date in meeting the responsibilities and duties of the position.

2. Outline plans for further training and development.

3. Additional comments.

Date discussed with employee ____________

Supervisor's signature ____________ Employee's signature ____________

Comments by employee:

Forward to
Head, Personnel Operations

Texas A&M University Library

TO: (Supervisors)

FROM: ____________________ Head, Personnel Operations

SUBJECT: Final Program Evaluation, Staff Exchange/Sharing Program

In order to evaluate the effectiveness and success of the Staff Exchange/Sharing Program please complete this form and send it to your division head within one week of the date of this memo. Thank you.

1. What has been the impact, to date, of this program on your department? What future impacts do you expect?

2. What were the major difficulties you experienced as a result of the program? Suggestions for avoiding these?

3. How effective do you believe this program has been in relation to the objectives agreed upon? What has caused the success and/or problems?

4. What suggestions do you have for improving the program (consider the evaluations, applications forms, interviews)?

Signed ____ Date ________

Division Head ____ Date ________

Assistant Director ____ Date ________

Head Personnel Operations ____ Date ________

Texas A&M University Library

Final Evaluation: Staff Exchange/Sharing Opportunity

Name of employee Classification Period covered

Supervisor's name and title

1. Assess the accomplishments of the employee during this time. Include comments on quantity and quality of work, contributions to the department, progress in the position.

2. Assess characteristics of the employee which impacted on his/her effectiveness in the position (e.g., cooperation, initiative, dependability).

3. Recommendations/goals for improvement and growth:

4. Additional comments:

Date discussed with employee________________

Supervisor's signature Employee's signature

Comments by employee:

Forward to
Head, Personnel Operations

Texas A&M University Library

TO: (Employee)

FROM: ______________ Head Personnel Operations

SUBJECT: Final Evaluation, Staff Exchange/Sharing Program

You recently completed a Staff Exchange/Sharing Program in the __________ ______________ and we would appreciate your evaluation of the program and your experience. Please complete the sections below and forward the form to me within one week of the date on this memo. Thank you.

Program Position Title ________________ Time Period __________

Sponsoring Department ________________

1. Evaluate the training you received in relation to the duties and responsibilities required.

2. Assess the quality of supervision you received, considering feedback, clarity of communication, accessibility of supervisor.

3. Specifically how will you apply your experience in this program to your current position?

4. What suggestions do you have for improving this program?

Employee signature ____________________ Date __________

Forward to Head,
Personnel Operations

Revised October 16, 1980
April 2, 1980
Page 1 of 4

UNIVERSITY OF CALIFORNIA LIBRARY
Riverside, California

ADMINISTRATIVE MEMORANDUM NO. 46C (Formerly released as Administrative Memorandum No. 34)

University Librarian's Service Award Program

PURPOSE

The purpose of the University Librarian's Service Award is to provide recognition for Library employees exhibiting outstanding achievements, performance, or service on the job or in the campus community.

GOAL

The goal of the University Librarian's Service Award program is to provide a means by which the University Librarian and Library Management can express appreciation to the employee for outstanding accomplishments.

PRESENTATION

Quarterly, (or otherwise as designated by the University Librarian) an employee (Staff or Academic) will be recognized for services and achievements within the Library or community. Presentation of such acknowledgment will be made by Certificate of Recognition at the University Librarian's Cabinet or at the University Librarian's quarterly meeting with the staff. Additionally, acknowledgment will be made through display of the University Librarian's Service Award plaque in the main lobby of the General Library and/or the Library or facility in which the recognized employee works. A copy of the award will become a permanent record in the employee's personnel file. Name plates of prior recipients will be displayed on an award to be permanently located in the main lobby of the General Library.

Annually, each spring, an award of recognition will be made to the outstanding student employee(s) in the Library. Nominations shall be processed in accordance with the procedures set forth herein. Certificate(s) will be awarded.

CRITERIA AND PROCEDURE FOR AWARD

For a Library employee to be nominated for the University Librarian's Service Award, the following basic requirements must be met:

- Must have completed at least one year of Library service, or service in a related area (MSC, IMRC). Length of service requirements are waived for students.

- Must not have received an award during the previous two years.

- Must have accomplished a particularly significant and noteworthy task or developed something of particular importance to the Library or campus community.

To justify a nomination and document especially meritorious service, the Library will consider any one of the following categories, or a combination thereof, as a reason for nomination. Nomination should not *exceed one page.*

I. Nomination based on continued excellent service.

  A. Identify the excellence of service by specifics. Include an assessment of contributions and impact on department and Library.

  B. Willingness to help other employees at any level if capable of doing so.

II. Nomination based on contribution of ideas to the Department.

  A. Explain the specific ideas.

  B. Explain the benefit to the Department.

  C. Explain the benefit to the Library as a whole.

  D. Explain how the idea(s) resulted in time-saving, increased quality or control of an operation, or increased harmony of effort with other units.

III. Nomination based on completion of special project.

  A. Cite name of project. Define project purpose. What was expected? How long to complete? Magnitude. What role did nominee play? Assessment of value of project to department and Library.

  B. Describe new procedure or process as appropriate.

  C. Identify level of staff supervision exercised by nominee.

  D. Include both quality and quantity of work completed.

IV. Nomination for outstanding service in the Campus Community.

  A. Describe project or service in brief, including time or duration of performance, purpose, and relation to Library's goals and objectives.

  B. Cite service performed and benefit it has provided the community.

Procedure for Nomination and Award are as follows:

A. The University Librarian, a Department Head or any employee may submit a nomination form to recognize a member of the Library. An individual employee may nominate one person per quarter. This includes Music Library, Media Study Center, and Instructional Media Resources Center. Forms may be obtained from the Library Personnel Office. Nominations must be filed by the end of the month preceeding the end of each quarter: [illegible]vember 30, February 28(9), May 31, and August 31.

B. Upon receipt of nomination, the Personnel Office will review and record the request.

C. All nominations for a quarter will be reviewed by the Service Award Committee which will forward its recommendations to the University Librarian within fifteen (15) days. Only nominations submitted for the quarter will be considered, but persons making nominations are encouraged to resubmit as deemed appropriate. Resubmitted nominations for recognition of a "special project" will be considered for award during the calendar year in which originally submitted only.

D. If the University Librarian concurs with the recommendation(s), the Personnel Office will prepare the appropriate Certificate of Recognition and arrange for presentation.

E. The Personnel Office will arrange for display of the award in the designated area.

Service Award Committee

The Service Award Committee will be comprised of five members: The Library Personnel Officer, who shall serve as a permanent member, and four employees appointed by the University Librarian. Appointment shall be for a period of one year, and members shall not serve consecutive terms.

NOMINATION
UNIVERSITY LIBRARIAN'S SERVICE AWARD

Name of Nominee:______________________________ Date:________________

Justification for Nomination:

____
Person Submitting Nomination

Certificate of Attendance

This is to certify that

____

Has attended the

____

Presented by the
Library Personnel Office
Sterling C. Evans Library
Texas A&M University

____
Director, University Library

____
Head, Personnel Operations

SECTION III

IMPROVING STAFF DEVELOPMENT PROGRAMS

Once established, a staff development program should be thought of as a dynamic set of activities subject to continuing improvement. Where no formal program exists, one may evolve from current personnel policies and staff needs. Updating policy statements and adding new facets to these programs is always possible; at some point ongoing activities may be drawn together and designated as a continuing policy of staff development.

Recommendations for change in existing programs can address areas that need attention. Such areas might include assigning specific training responsibilities to an administrative officer, assessing the need for a staff development position, or forming a review committee to analyze current policies and recommend changes.

There is an ongoing need to investigate alternatives for programs and activities. This can involve perusing professional literature in the development and training fields, appplying new theoretical perspectives from the personnel and human relations fields, keeping in touch with staff development officers in other libraries, initiating cooperative activities, and proposing new methods for library administrative officers and committees to investigate. Much can be accomplished, even without an exhaustive study of policy and procedures.

Changes in programs also can result from staff evaluations of current activities. Careful evaluation of each event may reveal a pattern of comments concerning improvements. Where events are repeated fairly frequently, resource materials require updating and from time to time, a re-evaluation of the schedule and content may show a need for changes. Staff development officers or others who attend events sponsored by other organizations may contribute ideas for in-house programs or new ways to handle training.

Sometimes recommendations for improvements identify areas that require long-range study such as investigation of new training needs, fostering individual career planning among professional staff, or redesign of performance appraisal systems. Legislation affecting personnel policies and programs also may require revisions in existing methods.

This section includes several documents that result from self-studies, and some items that illustrate libraries' progress in changing their programs. There is one long-range plan for program improvement.

The Libraries
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

Office of the Director
Room 14S-216
(617) 253-5651

June 23, 1981

MEMORANDUM

TO: The Staff of the M.I.T. Libraries

FROM: Jay K. Lucker

SUBJECT: Staff Development Committee

As many of you already know, a decision has been made to change both the composition and focus of activities of what is now the Staff Review and Development Committee.

This Committee was first established in 1976, to deal with personnel matters relevant to the professional library staff at M.I.T. The Committee, chaired after the first year by the Associate Director of Libraries, spent considerable time with such matters as search procedures, evaluation, position classification and promotion, and, for the last two years, a Librarian Staff Handbook. In the process of producing the Handbook, several questions regarding staff development and, in particular, continuing education, arose leading to discussions among various groups and finally to the decision described above.

Under its new name, the Staff Development Committee will be composed of members of the librarian, exempt, and support staffs appointed by the Director of Libraries for two-year terms. Half of the Committee's terms will expire each year; initially, therefore, some appointments will be for one year only. The chair of the Committee will be appointed by the Director of Libraries annually from among the committee members.

The Staff Development Committee will be responsible for advising the Director of Libraries on a range of topics and programs including such areas as continuing education programs, orientation, in-service training, evaluation, and career development. The Committee would consider and recommend activities aimed at the entire Libraries' staff as well as particular segments of the staff. The Committee's principal liaison with the Steering Committee will be the Associate Director of Libraries. It is anticipated that at least one member of the present Staff Review and Development Committee would be appointed to the Staff Development Committee in order to provide continuity and an historical perspective.

Members of the staff who are interested in being appointed to the Staff Development Committee should submit their names to the Director's Office by mail or telephone as soon as possible but no later than August 15, 1981.

JKL:m

The Libraries
Massachusetts Institute of Technology
Cambridge, Massachusetts 02139

Office of the Director
Room 14S-216
(617) 253-5651

August 23, 1982

MEMORANDUM

TO: All M.I.T. Library Staff Members (List A)

FROM: Thomas L. Wilding

SUBJECT: Staff Development Committee

In the summer of 1981, Jay Lucker announced the formation of a library-wide Staff Development Committee, representing all levels of staff, to concern itself with staff development activities in the M.I.T. Libraries. During its first year, the committee undertook a variety of activities, including a needs assessment survey of the entire staff, sponsorship of a film and a workshop, the development of a resource list, and the development of List A. This summer, Steering Committee has formulated a revised charge to the committee to help focus the future directions of the committee and of the staff development program (see attached).

As the committee begins its second year, we are in need of additional volunteers to fill two vacancies on the committee. While we still have the names of those who volunteered last year, the Libraries have several new staff members who may wish to volunteer, other staff members who did not volunteer previously but who may wish to do so now, and some who did volunteer who may no longer be interested. Because of this we are asking for volunteers now to see who would be willing to accept a two-year appointment to the committee. As a rule, the committee meets every other week during the academic year, but occasionally breaks into task forces which may meet more frequently at times to accomplish specific projects.

The Libraries' Administration has taken a strong stand in support of an active staff development program and is committed to continuing support for additional appropriate staff development activities whenever feasible. Both technological and economic developments require us to cultivate a strong, knowledgeable staff in order to achieve library goals, and the staff development program is seen as one of the means for accomplishing this.

If you are interested in serving on the committee, please let me know by September 10. I will be on vacation through September 6, so please either send me a note or telephone my office and leave a message.

TLW:m
Enclosure

STAFF DEVELOPMENT COMMITTEE

Definition: Staff Development in the M.I.T. Libraries is a program in which a variety of activities is undertaken to improve the effectiveness of individuals and/or groups in carrying out their present responsibilities or to prepare them for potential future responsibilities in the M.I.T. Libraries. These activities may, in addition, contribute toward the achievement of career goals.

Composition: A chairperson and five members of the library staff appointed by the Director of Libraries for two-year staggered terms. Two members and the chairperson rotate off each year; three new members are appointed each year. The Chairperson will be chosen from the three second-year members by the Director with the advice of the committee. The Administrative Officer will serve as a permanent, *ex officio* member.

Continuing Objectives:

1. Advise Steering Committee on matters related to staff development in the M.I.T. Libraries as defined above, either at the request of the Steering Committee or at the initiative of the committee.
2. Periodically conduct and update needs assessment surveys to assess the training and development needs of the staff in the light of current and future library goals.
3. Recommend job-related in-house training and other programs to address the needs of the Libraries and its staff.
4. Plan and sponsor staff development workshops and events which are not specifically in the province of another group or individual.
5. Upon request, serve as a resource and/or assist other groups or individuals in planning staff development activities.
6. Review annually system-wide development activities and make recommendations for improvements in the staff development program.
7. Establish and maintain communications channels with the administration and the library staff on staff development and the activities of the committee.

Reporting Relationship: Reports to the Assistant Director for Administrative and Personnel Services.

Approved by Steering Committee
8/19/82

Emory University General Libraries
Personnel Survey Team Report (Draft)
Long Range Plan 1980/81

STAFF DEVELOPMENT

In the area of staff development, several tasks were delineated by the Personnel Survey Team.

Projections of numbers of staff and skills needed were outlined in several departmental and survey team reports. These are a part of Appendices 1 and 2.

Through a cursory examination of the personnel files, it was found we could not elicit skills of each employee. Even the librarians' files did not give skills information that would be very useful for long range planning purposes. Initially a survey form was planned to identify additional skills, career goals, and interests each employee would like to pursue, as well as employee suggestions for staff development programs which they felt would help them. This task was not accomplished. In order to set such a questionnaire in perspective, before surveying staff, a more thorough assessment must be made of skills that will be needed in the near future. To simply ask employees for information about their existing skills, career goals and interests, without providing a context or framework of organizational goals within which they may respond, could prove frustrating to employees and raise false hopes as to the future use of existing skills or training in areas for which interest is expressed. We do, however, recommend that this task be pursued as part of the library's long range plan when organizational goals are developed and long term directions clarified.

As stated in the Resource Book on Staff Development published by the Association of Research Libraries, January 1979:

> Libraries possess two central resources: their vast collections and the people who guide users through these collections. It is understandable that these two resources require the majority of budget allocations. While the costs of developing collections can be charted and justified, the costs for staff development are harder to document. And while specific needs to build up collect strengths can be demonstrated, the needs for developing face technological and organizational changes are not as easily justified.

Prepared by Janet Paulk

This notebook goes on the say:

> Staff development may be defined as the process used to guide and encourage staff members to develop their skills and capabilities in relation to organization needs. This concept is somewhat different from continuing education, which is lifelong personal and professional development. . . . In examining the staff development function of academic libraries, two purposes should be kept in mind: (1) meeting library staffing and operational requirements, and (2) assisting the staff member to develop and achieve personal aspirations. That is, the intent of a staff development program is to improve the performance of both the individual and the organization. In doing this, staff development can be a vital tool of management that makes an important contribution to the effectiveness of the individual as an individual and as a member of an organization.

With the appointment of Herbert F. Johnson as Director of Libraries, a high priority began to be placed on staff development. In 1979, two new library budget lines were added which impacted training: 1) Staff Development, and 2) Consultants and Honararia. In addition, the Travel line was significantly increased.

The responsibilities for staff development planning and coordination were assigned to the Assistant to the Director; however, in a number of ARL libraries responsibilities for staff development are a function of the Personnel Librarian's position. If a Personnel Librarian is to be appointed, certainly consideration should be given to whether qualifications for staff development should be a part of the requirement for this position. A number of persons in these combined positions have stated that staff development falls by the wayside as personnel must come first. Some persons, however, do juggle the two responsibilities very well. Certainly, at present, staff time is not available to do the indepth program planning and development that is needed as the General Libraries moves into a myriad of new areas (e.g. preservation, automation, collection development).

An excerpt from the Director of Libraries annual information letter to the Vice President for Arts and Sciences provides a summary of staff development activities for the past year (memo dated August 28, 1980):

> 1979/1980 has been a year of new beginnings and noteworthy accomplishments. The organization of a formal staff development and continuing education program is one. Included in this program were workshops for staff on library automation, survey techniques, supervisory skills, performance evaluation, and techniques of management. A total of 68 people participated in one or more of the eight different workshops sponsored by the General Libraries. Another facet was supporting staff members attendance at specific programs elsewhere. Forty-two people, including general staff, attended 56 different programs and workshops covering topics such as archival skills, automation, management, equipment repair, data-base searching, bibliographic instruction, preservation, secretarial skills, affirmative action, and Friends, conducted by groups such as the Society of American Archivists (SAA), the Association of Research Libraries (ARL), the American Management Association, (AMA), the American Library Association (ALA), Panasonic, Inc., Southeastern Library Network, Inc., (SOLINET), and the Council on Library Resources (CLR). The introduction of supervisory skills and management topics to virtually all the staff has been an important factor in increasing awareness by each worker of how his or her own responsibilities relate to organizational goals and has brought about more positive understanding of good supervision. Employees are encouraged to be members and to attend local, regional, and national meeetings of appropriate organizations. Eighteen of 27 professionals attended at least one regional or natioanl meeting during the year. The General Libraries co-sponsored a special workshop, Business in the Paperless Society, at Georgia Tech in April. Seven librarians served in leadership, committee, or Board positions on regional or national organizations. The Director was elected to a three-year term on the Board of the Southeastern Library Network, Inc., (SOLINET). Through coordination and centralized planning of library staff development, all of these efforts have been directed towards activities which contribute to current services and programs of the Emory libraries.

See appendix 14 for a list of employee activities for 1979/80.

In libraries, as in most areas of academia, the first few promotions are based primarily on technical competency. If these people continue to be promoted they are eventually moved into positions of management where their responsibilities suddenly change. Now, rather than doing much of the technical work themselves, their role becomes helping others; delegating, planning, budgeting, training, decision making, problem solving, etc. This transition in roles, for most, does not come automatically since it is such a radical shift of gears in priorities and responsibilities. Therefore, this first year of having a staff development budget a concerted effort was made to provide supervisors with the beginnings of a foundation in the principles of basic good management. Workshops were also held on Goals Based Planning and Review System techniques, which is a management tool to help provide supportive and open communications, and, which provides a mechanism for employees and supervisors to together focus on how best the work at hand may be accomplished. An ad hoc Committee on Goals Based Planning and Review System, chaired by Linda Sapp, Catalog Department, is now completing the General Libraries test program, and it is anticipated a Goals Based system will be in place Spring Quarter throughout the Library.

One of the main things we learned from an end of the year staff development cost analysis is that workshops developed specifically for library personnel at Emory have been less costly per person than University general programs on the same subject (e.g. the cost to have Deanna Marcum, a Training Specialist with the Association of Research Libraries, conduct a 1 1/2 day [12 hours] workshop on Library Management/Supervisory Skills was $45 per person [including her transportation, lodging, and all expenses connected with use of the Houston Mill House]). The charge for a 12 hour supervisory training program sponsored by the University and conducted by faculty of the School of Business Administration was $50 per person.

To adequately build on the Staff Development foundation laid in 1979/80 for growth, it is vital that increased funds be budgeted for staff development.

It is important to be able to hold longer workshops (1 day or more) in a setting outside the library. We have found, this past year, that the informal communications and sharing which take place in a setting such as the Houston Mill House contributes significantly to the effectiveness of some workshops. Also a statement of the impotance of these workshops is made when they are held elsewhere. Funding for use of the Houston Mill House should be included in the staff development budget.

Further support is needed to send key people to advanced management programs. Our top management echelon must be prepared to help employees adjust to the radical changes occurring in library operations during the next few years, plus coping with a possible reorganization to increase efficiency and effectiveness of operations. Most of our librarians will be doing more managing in the next few years and will be using less and less of their technical skills. They, too, must be helped to make the transition from seeing themselves as basically technical people, who also happen to supervise, to seeing themselves as full fledged managers whose prime responsibility is supervisory.

To adequately plan for change in the area of automation, considerable allocations of funds will be needed.

There are very few persons available for employemnt on a fulltime basis with preservation skills. We must train our own key people, and, in turn, have them train additional library staff. To prepare for commencing a preservation program of some magnitude—a project which will only incrase in cost if delayed—is a must for the General Libraries within the next two years.

Exhibit A, page 60, lays out staff development goals and emphases for 1980/81. Plans for 1980 - 1982 include a continuation of directions commenced during 1979/80. Figure 26 contains a rough list (but must not be considered in any way an exhaustive list) of areas of staff development concentration for the next two or so years (includes some specific activities already in the developmental stages):

- Emory supervisory programs
- American Management Association workshops - send key people
- Statistical Methods for Librarians Seminar (3 already attended)
- Public Relations Workshops
- Audiovisual repair/presentation/production workshops
- Inhouse workshops
- Advanced management skills seminars - as available
- Motivational Dynamics Program - as interested
- Automation
    - Data base skills - continue to send persons to refine & expand skills
    - Catalog/Serials/Acquisitions/Circulation Systems (training for planning purposes)
    - AACR-II - skills for all catalog staff
- Preservation - send key library staff to workshops as available with an eye to hiring a consultant to work with these persons to develop inhouse training programs (both initial and packaged) and commence a comprehensive library preservation project)
- Documents (Census, etc.)
- Inhouse workshops on
    - Goals and Objectives
    - Communications
    - Problem Solving/Decision Making
- Film presentations (build mini workshops around using local facilitators):
    - *Helping: A Growing Dimension of Managemnt*
    - *Time Management and A Perfectly Normal Day*
    - Others as time permits
- Fund Raising - how to be effective
- Interviewing: Performance Appraisal, employees, prospective employees, etc.
- Workshop for supervisors on inhouse-training programs (need for/objective of/who for/what to include/how to develop, etc.)
- Affirmative Action Program Series
    - Full day using Dr. Rosabeth Moss Kantor's management material (same program presented to Emory Vice Presidents and Deans)
    - Also a 3 hour program for all staff (program to be repeated) to cover Emory's Affirmative Action Program (e.g. grievance procedures, employment, EEO laws,).
- Collection Development workshops
- Bibliographic Instruction Workshops (elsewhere and maybe inhouse)
- Archives/manuscripts/Special materials workshops (e.g. processing, special care of, mounting exhibits, collecting).

Staff Development Officers at several large research libraries, including Harvard, have expressed interest in a librarian exchange program. Certainly this could be of considerable value, even if just among the University Center in Georgia libraries.

The Robert W. Woodruff Library for Advanced Studies

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

Office of the Director

TO: Herbert F. Johnson
Director of Libraries

FROM: Janet Paulk
Staff Development Officer

DATE: September 16, 1980

STAFF DEVELOPMENT EMPHASES - GOALS

Overlay Goals Based Performance Evaluation

1. Continue management training
    - a. Problem solving/decision making
    - b. Goals and objectives
    - c. Communication
    - d. Time management
2. Orientation
3. Skills training
    - a. In house/on-the-job
        1. How to develop program
        2. Develop programs for internal use
    - b. Programs elsewhere
4. Encourage continuing education
5. Goals and Objectives
   Note: personal/career and how they mesh with the organizational goals
6. Appoint/elect staff development committee

JP:rd

It could be of value to Emory if several joint trips were made by librarians and faculty to explore good collection developent programs, innovative bibliographic instruction programs (e.g. those which have on-line searching as part of the classroom experience) and library facilties that have automated their catalogs and circulation services. Funding for such excursions would probably have to be located outside the Library's budget.

The library should move in the next few years towards developing more inhouse library wide and departmental educational and skills training programs which should include self-instructional slide presentations and computerized programs, (e.g. emergency procedures, library operations overview for orientation, student assistants training, Library of Congress cataloging system, preservation procedures, automated Catalog Use procedures, retrospective conversion procedures).

More and more librarians and some general staff will be moving into positions of supervision. Every person involves in supervision should be provided supervisory training within their first six months on the job. According to the new SPEC kit from ARL on Affirmative Action Programs, some ARL members are already providing such support.

Consideration must be given to preparing people for changing jobs as the work to be done changes. Preparation for promition and career development is also a part of good affirmative action and staff development programs. Appendix 15 contains excerpts from the ARL SPEC kit mentioned above which outlines components of two progressive programs: The Library of Congress and the National Library of Medicine. Obviously, because of their size they can have programs we could not conduct; however, they are the leaders and many of the activities they are engaged in are transferrable. A careful exploration of the nuts and bolts of these and other career development and affirmative action programs should be made in the near future.

We further recommend that the library's organizational structure include the flexibility to be able to use discovered talent. We recommend a mechanism be developed for people to be able to share their existing skills as appropriate and new skills as they are gained. More and more research libraries are offering their librarians the opportunity to do more than one type of work. As automation becomes more prevalent, less personnel will be needed in tehcnical services, but we forsee the interplay between librarians and patrons increasing as librarians do more searching than directing of researchers and students to materials. Accordingly, the need for larger numbers of librarians to learn online bibliographic searching is one forseeable skill that will be in increasing demand in the future. In Universities such as Georgia State, all librarians participate in bibliographic instruction. In order that all students who graduate from Emory may have the opportunity to become proficient in utilizing new information searching and retrieval skills (see pages 1-3 of this report), we will need considerably more persons involved in bibliographic instruction. As the Administration and Faculty are educated to understand the need for bibliographic instruction to be a part of the Emory curriculum, it will be important that we have large numbers of librarians trained to meet the University's needs. We recommend the continuation and expansion of internal exchange programs.

In the area of media, at all levels, but particularly production and repairs, added training is and will continue to be needed.

Further it will be necessary to build into our automation projects, funds not only for initial training, but for developing packaged training programs to provide for the future when we experience staff turnover.

A key to the future of Emory libraries, which can enable us to do our part in helping to provide excellence in education, is a good staff development program. The materials AND large numbers of well-trained personnel are both vital if we are to be the information teachers and innovators that Emory needs for tomorrow.

APPENDIX 14

1979/80 Workshops/Seminars in which General Libraries Staff Participated
(Excludes organizational meetings at all levels):

Supervisory Skills Workshop
Goals Based Performance Evaluation Workshop
Motivational Dynamics Management Seminar
Anglo-American Cataloging Rules-II seminars
Planning for an Online Card Catalog
Business in the Paperless Society: Information Retrieval at Work
How to Conduct a Long Range Planning Project
Helping Relationships (Film presentation)
Film Previews (5 during the year for staff)
Paul B. Kantor - User Survey techniques
Writing Improvement
Personnel Record Keeping
BRS Training - online searching
Seminar on Standards of Arrangement & Description for Archives and Manuscripts
Georgia Studies Symposium
Photo Show International
Spring Photo Show
Society of Georgia Archivists' Spring Workshop
Introduction to Non-bibliographic Online Data Base Services
Online '79 Conference on Computerized Dwtabases
Southeastern Conference on Approaches to Bibliographic Instruction
LACUNY Preconference on Bibliographic Instruction
Predicasts Training Session
Statistical Methods for Decision-making in Libraries
Reference Service in Transition
ORBIT Search Services Training Session
20th Century Documentation Seminar
Catalog Cost Model Study
GLA Spring Workshop
DIALOG Biomedics Seminar
Chemistry Abstracts Service Workshop on Chemitsy Substances Retrieval
Medical Association of Georgia Scientific Assembly Seminar on new developments
    in medical information retrieval
Excerpta Medica Workshop
SLA Continuing Education Workshop on the Economics of Library Service
DOE Workshop on Energy Information
Science Citation ISI Seminar
GPO Workshop for Depository Librarians
1980 Census Users Workshop
Meeting with Staff of the Congressional Joint Committee on Printing
Seminar for Advanced and Executive Secretaries
Seminar for Secretaries and Administrative Assistants
The Environment for Libraries in the 1980's
ACRL Preconference: Designing Staff Development Programs for Academic Libraries
Panasonic Video Product Exhibit
Eiki 16mm Repair Workshop
Panasonic Video Service Seminar
ILL and SOLINET network meeting
1980 Census of Population, HMusing Data User Conference
Economic Censuses User Conference

1979/80 Workshops/Seminars in which General Libraries Staff Participated (excludes organizational meetinga at all levels):

Preservation and Resotration of Photographs
Copyright Task Force Program
Society of Georgia Archivists Fall Workshop
Society of American Archivists Introductory Seminar
Annual Workshop on College and University Archives
Preconference on Library Effectiveness: State of the Art
LITA Acquisitions Workshop
Martin Luther King Seminar
Evaline Jackson Lecture and workshop on Library Services to the Handicapped
Regulation, Deregulation and Inflation Seminar
Third Institute on American Book Publishing
GLA Interlibrary Loan meeting
Sueprvisory Training Course for First and Second Line Supervisors
25th Allerton Instiute, Organizing the Library Support: Donors, Volunteers, Friends

UNIVERSITY OF CALIFORNIA
SAN DIEGO

UCSD LIBRARY POLICY ON STAFF TRAINING AND DEVELOPMENT

I. The Basis for the Program

The most important resource of the UCSD Library is the people who staff it. The staff makes the Library work. Because training and development of staff are essential to the delivery of library services, it will be the policy of this library to maintain an organized program of staff training and development that is consonant with the purpose for which this library exists, as stated in the University Librarian's August 1977 paper "The UCSD Library: Prospects and Problems":

> The UCSD Library exists to support the UCSD programs of teaching and research with library materials and services.

Fundamental to a program of staff training and development is a recognition that, in carrying out the mission of the Library, there are two interdependent groups of employees at work--support staff and librarians--and that each of these groups makes a unique contribution to that mission.

Efforts of the support staff focus on internal library procedures. The support staff is charged with ongoing responsibility for a wide range of complex daily internal operations that are critical to the delivery of library services.

As UC staff personnel, members of the Library support staff are covered by UC Staff Personnel Policy 250-260: "Employee Development," and UCSD interpretation of that policy, both found in the Staff Personnel Manual. The UC Staff Personnel Policy 250-260, together with this document, will serve as policy on staff development for the Library's support staff.

The responsibilities of librarians are fundamentally different from those of the support staff. Librarians are expected to be broadly familiar with academic librarianship in both theory and practice; are expected to be aware of new developments and trends in librarianship and in the academic programs of this campus, and to analyze their implications for library service; and are expected to carry out the planning and implementation of library programs supportive of the campus academic programs.

UC librarians are academic appointees, for whom no written University policy on staff development exists. Therefore, this document will serve as policy on staff development for UCSD librarians.

The Library's Staff Training and Development Program will be based on these principles:

A. The Program will seek to integrate the developmental needs and goals of the individual with the service goals of the Library, to the fullest extent possible. However, there will be recognition that the goals of some support staff may be directed toward positions in other departments of the University, and the Library will adhere to Staff Personnel Policy 250-260.10 on the principle that the individual has the option to pursue programs "related to the development of skills, knowledge, and other qualifications which prepare an employee for additional assignments or positions within the University for which the employee, in the judgement of the department head, has some reasonable chance of attainment."

B. The Program will be based on a shared responsibility for training and development; that is, the employee has the primary responsibility for individual career development, and the Library has the primary responsibility for staff development that will meet the program needs of the Library.

II. The Goal and Objectives of the Program

The ultimate goal of the Staff Training and Development program will be the enhancement of services to users of the UCSD Library. Program objectives (the intermediate results sought) are these:

A. All staff will have the appropriate skills to carry out assigned duties successfully.

B. All staff will be prepared to plan for or respond to change as the development of new library programs or the modification of existing ones necessitate new approaches to library services.

C. All staff will be aware of all options open to them for the pursuit of training and development.

D. All staff will recognize the need to examine the relationship between personal career goals and the mission of the Library, and will seek paths by which they may be correlated, to the extent that this is possible.

III. Participation in the Program

The Library will strive to ensure appropriate opportunities for all staff to participate in training and development activities. The basis for employee participation in specific training and development activities will be the individual's "need to know," relative to his or her position, scope of responsibilities, or career plan. For support staff, the Library will adhere to Staff Personnel Policy 250-260.8, recognizing the principle of "position-related programs," "career-related programs," and "educational enrichment programs," and will seek to provide the degree of library support appropriate for each of these development activities.

For librarians, the Library will interpret more broadly their "need to know" in relation to staff development opportunities. There will be recognition of librarians' responsibility to be informed on current and emerging developments in their respective areas of specialization and in librarianship as a whole, and to relate this awareness to the needs of library programs at UCSD.

For both support staff and librarians, the appropriateness of an individual's participation in a particular staff training or development activity should be determined by the individual in consultation with his/her department head, and, as appropriate, with the librarian charged with administrative responsibility for personnel.

IV. Implementation and Administration of the Program

Because training and staff development occur at both the departmental and the Librarywide level, responsibility for implementation and continuity of the program will be shared among many staff members.

At the departmental level, the role of department heads will be particularly critical in providing career counseling, reasonable interpretation of staff development policies, and appropriate opportunities for staff participation in training and development activities.

The Library Personnel Officer will continue to coordinate library participation in training and development activities sponsored by the campus Staff Personnel Office, and will serve as a resource person to discuss individual development opportunities with staff.

The role of the librarian for personnel will be central to the Staff Training and Development Program. Administrative authority and responsibility for this program will rest with this position; it will include primary responsibility for systematic planning, definition, coordination and evaluation of the program.

Assisting and advising the librarian for personnel on these issues will be the Staff Training and Development Advisory Committee, a standing committee to be chaired by the librarian for personnel. Other members of this committee will be the Library Personnel Officer, one LAUC representative and one LEA representative. It will be the responsibility of this committee to plan an ongoing program of Staff Training and Development that includes 1) an assessment of the training and development needs of staff members; 2) an appropriate array of training and development activities that responds to those needs; and 3) evaluation of the effectiveness of each kind of training and development activity undertaken.

V. Composition of the Program

This program will consist of a series of separate but interrelated, on-going activities that fit together to meet the present and future needs of the Library staff. These activities will range from the very fundamental (orientation to the Library for all new employees) to the highly specialized (attendance at programs geared to develop advanced library skills or state-of-the-art awareness in experienced staff members).

260 EMPLOYEE DEVELOPMENT

POLICY

260.1 It is the policy of the University to assist staff employees to increase the effectiveness of their performance in their present University positions as well as to encourage employees to obtain skills, knowledges, and abilities which may improve their opportunities for career advancement within the University.

RESPONSIBILITY

260.2 The Chancellor shall establish procedures necessary to implement this policy. A copy of the procedures shall be submitted to the Vice President—Academic and Staff Personnel Relations.

260.3 As the employee has the primary responsibility for individual career development, the employee will make a personal career interest known to the supervisor and initiate the request to participate in relevant career-related programs. Supervisors, upon an employee's request, are encouraged to assist the employee in setting career goals that are consonant with the employee's current position and encourage their attainment. A personnel specialist may be of assistance in providing an employee more extensive career planning.

260.4 Department heads and supervisors, in consultation with the Personnel Manager, shall assess needs for staff development, consider employee development in their budgetary planning activities, and assure that performance evaluations of staff employees include training and development objectives when appropriate.

260.5 The Personnel Manager shall assess campuswide development needs of staff employees and, based on the availability of resources, shall sponsor appropriate position-related and career-related development programs. Special emphasis will be placed on development programs designed to help supervisors and department heads meet the University's affirmative action goals.

260.6 The Affirmative Action Officer shall review and evaluate the effectiveness of staff employee development programs in relation to the University's affirmative action goals.

SCOPE

260.7 For the purpose of this policy, employee development programs include on-the-job training, internships, courses, seminars, conferences, institutes, lectures, meetings, workshops, and participation in professional and technical associations.

DEFINITIONS

260.8 Programs shall be classified as either position-related, career-related, or educational enrichment programs based on the judgment of the department head in consultation with the supervisor and, as necessary, the Personnel Manager.

260.9 Position-related Programs. These programs are directly related to the work assignments or conditions of the employee's current position. For example, supervisory training is a position-related program for an employee whose current position includes supervisory responsibility.

260.10 Career-related Programs. These programs are related to the development of skills, knowledges, and other qualifications which prepare an employee for additional assignments or positions within the University for which the employee, in the judgment of the department head, has some reasonable chance of attainment. For example, supervisory training is a career-related program for an employee whose current position does not include supervisory responsibilities but who is interested in competing for future University job openings which require supervisory ability.

260.11 Educational Enrichment Programs. These programs are related to an employee's avocation or career talents outside the University and are not related to University positions for which an employee might, in the judgment of the department head, be an effective competitor. For example, courses such as a music course would, with few exceptions, be considered an educational enrichment program.

ELIGIBILITY

260.12 Any employee, whether in a career or casual position, is eligible for the benefits provided by this policy for position-related programs.

260.13 A regular status employee in a career position is eligible for the benefits provided by this policy for career-related and educational enrichment programs.

GENERAL PROVISIONS

260.14 Criteria for Determining Departmental Support. The department head, in consultation with the supervisor and Personnel Manager, shall determine the degree to which participation in employee development programs shall be considered time worked and the degree to which payment of fees shall be provided by the department. In making this determination, the department head shall consider the employee's need for training and the employee's career plan, the advantages one type of training has over the other types of training available, the training needs of other department employees, and the effect of the determination on workload and the other employees.

260.15 Time Worked. When participation in an employee development program requires attendance during the employee's normal work schedule, prior approval by the department head is required.

260.16 The department head may approve an employee's attendance at position-related or career-related programs as time worked. When a department head requires an employee to attend a position-related program, the time spent in attendance shall be counted as time worked. However, when an individual is hired with the understanding that specific additional training is to be obtained or completed, that individual may be required to participate in such training on off-duty time.

260.17 An employee's participation in educational enrichment programs shall not be counted as time worked.

260.18 Whenever time in attendance is not approved as time worked and the program is unavailable outside normal working hours, the department head is encouraged to provide the employee opportunity to participate by arranging an alternate work schedule to make up the time in attendance.

260.19 When possible, the department head shall schedule compensatory time off so that there shall be no overtime compensation resulting when an employee's participation in an employee development program is approved as time worked and does not occur during the employee's normal working hours.

260.20 Payment of Fees. Contingent upon the employee's providing evidence of satisfactory program completion, the department head may approve and, when necessary, advance full or partial payment of the costs for position- or career-related programs to the extent funding is available. However, payment for regularly scheduled University courses shall not exceed that charged under the reduced fee policy (see Staff Personnel Policy Section 260.23). Normally, payment of fees for non-University programs shall not exceed fees for comparable programs offered by the University. Higher fees may be paid in special circumstances when, in the judgment of the department head, in consultation with the Personnel Manager, it would be in the best interest of the University.

260.21 When a department head requires an employee to attend a position-related program, the full fees and related costs, i.e., materials, travel, and per diem, shall be paid by the department.

260.22 Continuing education courses for the maintenance of State licenses which are a requirement for employment in the employee's present position are not automatically considered position-related or career-related courses and do not necessarily qualify for fee reimbursement.

260.23 Reduced Fee Enrollments. A regular status employee in a career position who meets the admission requirements of the University is eligible for two-thirds reduction of both the University Registration Fee and the University Educational Fee for up to nine units or three regular session University courses per quarter, whichever is greater. An employee so registered is ineligible for the services and facilities of the Counseling Center, gymnasiums, or the Student Health Services, other than those services to which the employee is regularly entitled.

260.24 Records and Reports. Records shall be maintained for such reports as may be required by the Assistant Vice President—Staff and Management Personnel.

STAFF TRAINING AND DEVELOPMENT PROGRAM: PROPOSED ACTIVITIES

1. Library orientation for all new employees (based on the December 9, 1974, "Proposal for New Employee Orientation Program").
2. On-the-job training within departments for assigned responsibilities.
3. Training or development activities offered by the campus Office of Training and Development.
4. Inter-departmental training or development activities offered in-house; i.e., special speakers, films, "hands-on" sessions, etc.
5. Training or development activities offered off campus (e.g., workshops, professional conferences, program meetings).
6. Enrollment in courses of instruction that are "position-related" or "career-related."
7. Rotational program, for both Librarians and Library Assistants, open to staff members with at least three years' experience.
8. Career counseling and goal-setting through performance reviews and through use of the "UCSD Career Development Plan."
9. Service on committees.
10. Exit interviews.

PERSONNEL AND STAFF DEVELOPMENT TASK FORCE

REPORT

The Personnel and Staff Development Task Force was charged to describe, analyze and make recommendations on personnel administration (securing, developing, and utilizing human resources needed to achieve the goals and objectives of the Library), and staff development (the processes used to guide and encourage staff members to develop their skills and capabilities on a continuing basis). The following specific topics were addressed: Personnel management policies and practices, communication, lines of authority, recruitment, retention, performance evaluation, compensation, promotions, grievance and affirmative action policies, professional development and continuing education, Audio Visual Services and East St. Louis Center Library.

The Task Force designed and distributed a questionnaire (results are appended) which was answered and returned anonymously by 59 staff members. Due to the multiplicity of the answers an attempt was made to group comments into common topic areas; therefore, not all comments appear verbatim.

The questionnaire results were augmented by official memos, records, correspondence, committee minutes, Mobiles (the Library quarterly), University policy statements, statistical data and interviews.

DESCRIPTION

I Personnel Management

The Library began with a small staff but with a full range of functions. Growth was relatively unencumbered; developments and changes in both faculty and Civil Service positions reflected this freedom to be responsive to need. However, there has been no practical plan to guide the coordination of Library functions and services. Much of the development sprang from independent initiative.

At first, the professional staff found itself assuming responsibilities for both professional and some para-professional duties. Few incoming Civil Service staff members had any training or experience in specific library-related skills, but most were easily trained, showed considerable interest and ability, and have been steadily advanced into the higher positions. Some clerical duties left behind were taken over by student assistants. It has been Library practice to open all new positions at the lowest level, and to open reauthorized positions at a lower level than the one at which they were vacated. However, this is not consistent with the classification pattern for the rest of the University. During FY 77, the Library audit/reclassification requests amounted to 48 percent of the total Library Civil Service staff, whereas University requests the same year totaled only 14 percent of the Civil Service staff (excluding the Library). During FY 78 the Library requested audits for 40 percent of its staff; other University requests were only 11 percent. (The Library figures exclude Audio Visual Services.)

When the financial picture began to change, it became increasingly difficult to get vacated positions reauthorized. Sometimes when reauthorizations were not approved, certain mandatory processes and services were left without support. The Library's response was to distribute among both Civil Service and some faculty positions those duties which were seen as essential for adequate service. As a consequence, individual job priorities were reordered with few, if any, guidelines. Distribution of tasks was seen by some Library employees as uneven, and sometimes duties so assigned appeared to be inappropriate to the positions to which they were added. Furthermore, the results were not always considered successful, such as in cases where assignments resulted in the same person having two supervisors. However, when individuals left the Library and were not replaced, it was sometimes impossible to redistribute duties to support all activities encompassed by their positions. Therefore, certain services and/or projects recognized as valuable (e.g., pre-order bibliographic searching, inventories, shelving supervision) were at least temporarily discontinued.

There were two other methods of addressing staffing problems: 1) A position vacated in one department might be reauthorized elsewhere if the staffing problem seemed more critical there at the moment. In most cases, a serious shortage of help would eventually develop in the first department. 2) Temporary staff was hired using personnel funds expected to lapse at the end of the year. This practice often resulted in a greater expenditure of training time than the resulting service could justify.

In the last several years individuals have received an "acting" title while assuming a vacated supervisory position. The "acting" status has continued for an excessive period of time, which appears to be detrimental to the effective functioning of the unit.

Lovejoy Library's total staff has been steadily diminishing in number during this decade. There were 71 full time members in FY 71, but there are only 56 as of February, 1979 (excluding Audio Visual Services). The student hours have also been reduced during this time: In FY 73 the Library paid for 98,120 hours of student labor; in FY 78 it paid for only 68,250 (state and federal funds).

This decade also brought great changes in methods of providing library service. Computer assisted interlibrary cooperative network systems have reduced the need to use as many people for some of the more routine and clerical library tasks, but at the same time have increased internal and external demands on the Library to improve quality, increase standardization, provide new training and revise or design new procedures and services. The effect has been to increase the expectation of quality and variety of library services, but to show no appreciable reduction in overall staffing needs.

II. Merit Compensation

Money for merit compensation has been limited. The staff has been allowed to indicate their preferences about how the merit money should be distributed. In the absence of a system to judge quality of performance, the Civil Service staff has chosen across-the-board merit increase distributions. Faculty merit increases have also been widely distributed, obliterating most distinctions between outstanding and average performance within the same rank. Merit money has also been used to correct, in part, some specifically identified inequity cases.

III. Library Faculty Role

Library faculty must currently record their time on the Quarterly Faculty Statistical Report as 100 percent administration. Some faculty feel that this practice does not accurately reflect their responsibilities and activities. Moreover, some feel under-utilized in terms of participation in University-wide professional functions (for example, appointment to University task forces, and membership on school curriculum committees, etc.). However, the University is currently developing an Activity Equivalencies study by which the activities of the faculty can be measured. The intention is to identify comparable contributions to the University objectives in all areas of instruction, service and research. The Library's response to this study is lacking as of this date.

IV. Civil Service Career Development

There are many resources available to staff members to advance their careers (such as the Personnel Office's Career Development Seminars and the opportunity to take job-related University course work). However, many Civil Service members do not fully understand or even know about these resources. Lovejoy Library has not offered career counseling for its Civil Service staff; comments in response to a question about creating a Personnel Officer position indicated that people may feel a need for such counseling.

V. Performance Evaluations

Each Civil Service employee's performance is reviewed on the anniversary date of his or her employment. However, this procedure is expected to change so that all reviews will be done at the same time each year.

Library faculty annual reviews consist of filling out a performance report and having a conference jointly with the Director and the appropriate Assistant Director. Recently the written reports were standardized and made more objective.

VI. Communication

According to the questionnaire results, some people feel they receive contradictory information from authoritative sources. A major source of misunderstanding between the Library staff and the Personnel Office is in the position classification procedure. This has persisted as a result of years of conflicting opinions concerning the proper use of this mechanism.

The Library governance system includes non-faculty members in committee participation. Library Civil Service are represented on the Library Policy Committee, and serve on appropriate _ad hoc_ committees. The Civil Service Committee is also an established standing committee. However, Civil Service participation in Library governance is seen as inadequate by some staff members.

The Civil Service Committee's purpose and duties are to "consider matters of concern to the Civil Service staff." It has no specific authority but has functioned primarily as an advisory and support body, attempting to improve communication between the staff and the Library administration through frequent meetings with both. Although the committee has been able to help solve some Civil Service problems, the members feel there are still serious unmet needs which the Committee has no authority to address.

The *Flyer*, an internal memo sheet, still satisfies frequent communication among the staff. *Mobiles*, which carried information of a more substantial nature and was circulated both within and without the Library, ceased publication in 1976.

VII. Training and Continuing Education Opportunities

Except for very general skills, Civil Service duties in the Library are learned on the job. Since many Civil Service positions have been expected to be repeatedly reclassifiable, supervisors have given many of their staff members some form of continuous training toward that end.

At various times in the past, some incoming employees have had the opportunity to visit several different departments of the Library for extended periods as an introduction to overall operations. Such orientations have not been a practice recently.

The Library has no formal training program, or any comprehensive mechanism to identify training needs for its employees. Most employees have the opportunity to take a maximum of two University courses per quarter with tuition waived. The Library's practice has been that, with the written approval of the supervisor, a staff member may enroll in one "job-related" course per quarter without having to make up the time spent in class.* "Job-related" is not defined. The impetus for the process usually comes from the staff member, but the supervisor is responsible for the initial authorization of the request.

The Library administration has encouraged its faculty to attend job-related conferences and workshops. Civil Service staff have had less opportunity to do so, at least in part because most conferences in the library field have been aimed at the librarians' needs and interests. Money for travel expenses, registration fees, and *per diem* has been supplied in part from Library funds. In recent years, fewer people have been willing to attend conferences when it meant a great deal of out-of-pocket expense.

Recently a reporting procedure was established so that individuals who attend conferences can inform all library staff members who are interested in the proceedings.

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*University policy states that no more than one class may be taken during University workdays, and then only if it is not offered at any other time. Time taken for classes during workdays either must be deducted from vacation time or made up later with the approval of the supervisor.

VIII. Weekly Work Schedules

The Library is open 87 hours a week. The majority of work schedules for Civil Service are from 8:00 a.m. to 4:30 p.m. However, to insure adequate coverage some Civil Service employees are required to work a different schedule, whereas some others have reached agreements with their supervisors to work an adjusted schedule. Scheduled hours of work for library faculty are by necessity more flexible, reflecting the responsibilities imposed by library and extra-library commitments. The work week is 37 and 1/2 hours for Civil Service employees at all state universities in Illinois except the University of Illinois, SIU-C, and SIU-E, where the work week is 40 hours.

IX. Library Morale

There was a 53 percent negative response to the question, "What is your perception of Library morale?" This is an apparent contradiction of the relatively positive overall response to two previous questionnaires: The Leadership and Supervision Task Force Questionnaire (Fall, 1978), and the Modified Likert Profile (Spring, 1978). It seems reasonable to interpret the change as partly the result of a situation regarding a University reassignment which happened to coincide with the distribution of the Personnel Task Force Questionnaire. Other major morale problems interpreted from the questionnaire were perceived: Uneven workloads; understaffing; poor pay; uncertainty concerning promotions and reclassifications; poor Library administration; no real merit consideration; and distrust and antagonism between Library units, and between staff and administration.

X. Affirmative Action

Lovejoy Library's personnel policy on Affirmative Action has been positive but not aggressive, although a few individuals have been active in promoting Affirmative Action for minorities and women. Attrition has done much to erode representation of both blacks and women. Within the past four years the Library has lost 75 percent of its black FTE employees (6 of 8). However the percentage of black student assistants has substantially increased. In the same period the percentage of female librarians, already well below the 65-70 percent national average for academic libraries, has fallen to 41 percent. Female to male ratio among Civil Service employees remains high, as might be expected since the kinds of duties assigned to library Civil Service positions have traditionally been held more often by women than by men. (These figures do not include Audio Visual Services.)

XI. East St. Louis

The focus of personnel concerns at the East St. Louis Center Library is that insufficient staffing precludes providing some critically needed services. Therefore, morale suffers from not only the typical "branch library" problems of distance and lack of communication, but also the perception of a step-child status: limited collection, cramped and inefficient quarters, and too much to be done in too little time to meet the needs of its programs.

XII. Audio Visual Services

Since 1976, Audio Visual Services has been able to operate successfully in its new role as a semi-autonomous unit of Lovejoy Library under the present acting Assistant Director of Lovejoy Library for Audio Visual Services. As with any merger of this type, there were problems in the beginning, but most have been resolved.

Audio Visual Services has been able to expand its capabilities and offer new services. Morale and a high quality of service have been maintained by effective allocation of resources and cross-training of personnel.

XIII. Grievance Procedures and Lines of Authority

According to the questionnaire most people feel adequately informed about grievance procedures. Likewise, there seems to be little confusion about lines of authority.

ANALYSIS

I. Personnel Management

There appears to be a need for the Library to:

1) provide a comprehensive mission statement for the Library as a whole as well as identify all the specific functions needed to support the mission.

2) identify the organizational relationships which will best support the Library's functional needs; to determine the tasks needed to accomplish the functions; to identify what relative levels of difficulty (position classification) those tasks represent; and to estimate as realistically as possible the numbers of full time equivalent positions needed to get all the tasks done.

3) determine who, of those persons already on the library staff, is capable of handling the positions as identified in 2) above.

Implementation of the three points above is expected to have the following results:

-establish priorities for all activities so that the most important needs are not left without adequate support;

-make it possible for shortcuts and/or discontinuations of services to be agreed upon in terms of library-wide priorities, and with the mutual understanding and acceptance of the full consequences;

-provide the Director with a framework from which to make supportable requests for both new and reauthorized positions;

-make position openings better match actual needs;

-make positions less ambiguous and easier to classify more accurately;

- make it possible to discontinue redistribution of isolated duties and eliminate the practice of reallocating duties inappropriate to existing positions;

- use reclassification of Civil Service positions only for the purpose for which it is intended, and make promotion opportunities more reliable;

- allow the Library faculty to make better professional use of their time;

- assure that the Civil Service position classification are consistent with the revisions of the Library Clerk and Library Technical Assistant series, and facilitate recommendations for using other Civil Service series for library work if appropriate;

- provide a mechanism so that the Library can coordinate critical future changes within the context of its mission, goals and functions.

II. Merit Compensation

The questionnaire response identified many problems concerning merit compensation practice in the Library. There are few standards by which to judge quality of performance objectively; subjective evaluations are also open to criticism. A particular difficulty is that there are many small departments, and the coordination of performance evaluation is weak. An individual working in one department may not feel confident that his or her performance will be compared fairly with those working in other areas of the Library. Since criteria for judging performance are not clearly defined and communicated, some evaluators are seen as inconsistent, unfair, or guilty of favoritism. Across-the-board distribution has been a frequently used method for apportioning merit compensation increases.

Merit compensation has been so closely linked with reclassification that serious misconceptions and false expectations about the two processes continue to cause repeated disappointment and feelings of being unjustly treated.

Merit dollars are seen as inadequate. The purpose of compensating for pay inequitites caused by situations completely unrelated to meritorious performance makes the practice even less meaningful.

Exceptional effort, contribution and value of good performance can go unrewarded in such a system. The broad distribution of merit increases contradicts the purpose of merit compensation. Moreover, it tends to reinforce the undesirable behavior of marginal performers, which can negatively affect morale and efficiency.

III. Library Faculty Role

It is the intent that the Activity Equivalencies study will result in a more enlightened description and appreciation of the specific professional contributions of the Library faculty. It will be of marginal help unless the Library participates in the project.

IV. Civil Service Career Development

According to the questionnaire response to question seven, 36 Library staff members felt that personnel management in the Library was inadequate. Nevertheless, in answering question three, 26 responded that they did not feel there was a need to create a personnel officer position within the Library. Adding a new position was seen as redundant (the Library Director is the official personnel officer), or as a distinct disadvantage to the present structure. However, the needs for adequately performed personnel management, particularly career counseling for Civil Service, are still seen as unmet.

V. Performance Evaluations

Performance evaluations theoretically provide separate mechanisms to:

-improve the performance of individuals, and guide individual efforts toward meeting library objectives,

-identify quality of performance in order to reward outstanding performance, and

-help individuals toward career development.

In the Library, all three results are expected to be accomplished through a single review process. Evaluations have been subjective, may not measure what they are expected to, and are too unevenly applied, since supervisors' perceptions are extremely varied. Performance evaluation for faculty continues to be improved through the efforts of the Library Tenure and Promotions Committee.

VI. Communications

Contradictory information and confusion regarding personnel policies continues to be a problem. Many individuals still perceive reclassification as a performance review even though it has never been designed to be so. A position is classified (or reclassified) only on the basis of what tasks are being performed, (not how well performed); what level of difficulty the tasks are; and what percent of time the tasks are actually being performed, (not whether the individual is capable of doing or, trained to do, the task). Yet meritorious performance and time in service are still inaccurately perceived by many as valid factors. The audit/reclassification process seems to have been the most poorly communicated, the least understood, and most critical aspect of the Library Civil Service personnel matters.

VII. Training and Continuing Education Opportunities

Not all career training has led to career advancement. While many individuals have been receptive to additional training because they enjoyed the challenge and the opportunity to improve performance, others have felt misused and were disappointed when reclassifications did not occur as a result of accepting challenges.

The previous University administration accepted the interpretation of "job-related" courses very broadly. In the present financial situation, however, a more specific definition will be necessary. All employees are subject to a stricter accountability of their time; time spent during working hours on course work must be shown to be more directly beneficial to the University and the unit. Most supervisors are taking a passive role in approving requests initiated by Civil Service staff to take University courses, and seldom suggest specific training and developmental experiences in anticipation of changes in technology, programs, and procedures or services. This responsibility is even more important in a period of limited funds.

Oral reports on conferences given by staff members are not always well attended. It is uncertain if poor attendance is because of lack of interest, poor communication or press of duties. Conference attendance is theoretically beneficial to the individual and the Library as a whole. At this time there is no vehicle for dissemination of written reports.

VIII. Weekly Work Schedules

Civil Service staff members who have not been allowed to establish a flexible work schedule are critical of the granting of only a few such schedules without there being a clear rationale why one case is accepted and another is not.

IX. Library Morale

While morale in Lovejoy Library may be generally good, it must be recognized that, unlike the other elements of this report, morale is not a tangible program or service that can be improved by modification but is a result of the totality of the Library work environment. An inequity or injustice need only be *perceived* to exist to have an adverse effect on morale. In fact, unfounded rumor and conjecture, more often than conscious management action, are the root causes of diminished employee morale. Therefore, the Library administration should openly and accurately communicate anticipated library actions and changes on a timely basis to avoid misunderstandings and promote informed cooperation.

X. Affirmative Action

The declining representation of racial minorities and female faculty on the Library staff (faculty and Civil Service) is a matter of serious concern. An aggressive, proactive commitment to identify employment opportunities for under-represented groups and reverse the current trend should be an urgent priority for the Library Administration.

XI. Audio Visual Services

Audio Visual Services continues to provide effective service as a unit of Lovejoy Library. To make optimum use of potential administrative capacities, a decision regarding the "acting" nature of the present director's postion should be forthcoming. This temporary title restricts the incumbent's ability to make decisions having long-term implications to the unit.

RECOMMENDATIONS

The Personnel and Staff Development Task Force recommends:

Personnel Management

1. that a three-part analysis, as described on page 76, be initiated immediately and completed by December, 1979.
2. that parts one and three of the analysis be done by the Library, and part two by an outside agent who must have academic library experience as well as expertise in management.
3. that the analysis be reviewed at least biennially and necessary revisions made.
4. that a single individual be assigned day-to-day responsibility for all personnel matters in the Library, with that assignment to be determined by the analysis.
5. that "acting" status of positions never exceed one calendar year.

Merit Compensation

1. that performance reviews for the purpose of awarding merit increases be conducted annually and separately from those which are intended to improve performance.
2. that two committees (one for Civil Service and one for faculty) select criteria for evaluating merit performance and recommend revisions to meet this Library's particular needs.
3. that these recommendations for evaluation of Civil Service performance be submitted for approval to the Civil Service staff, and the faculty performance criteria be approved by the faculty by whatever means are agreeable to members of the two groups.
4. that mechanisms for the application of the merit criteria be suggested by the two above mentioned committees, to be approved by whatever means are agreeable to members of the two groups.
5. that the practice of using merit money to correct pay inequity problems be discontinued, and specific inequity cases be reviewed individually and redressed through the use of other funds.

Library Faculty Role

1. that a three member ad hoc committee of faculty members be appointed by the Policy Committee (or its replacement) to prepare a draft (for review and approval by the Director) of the Library's response to the Activity Equivalencies study.

2. that the same committee also investigate the intent of the faculty response to the Quarterly Faculty Statistical Report to see if the method of recording Library faculty time can be improved.

Civil Service Career Development

1. that the individual responsible for Library personnel matters provide career counseling for the Library Civil Service employees, using the Personnel Office as a primary resource.

Performance Evaluation

1. that performance reviews of Civil Service staff be conducted annually on a formal basis, but also conducted informally and documented as often as necessary to provide productive information exchange between supervisors and their staffs.

2. that supervisors help each staff member prepare annual performance goals and objectives to be approved in conference with his or her supervisors and the individual responsible for Library personnel matters.

3. that, once the above is established, actual accomplishments of each Civil Service employee be evaluated against his or her annual performance goals and objectives and other relevant review documents in conference with the supervisor and the individual responsible for Library personnel matters.

Communications

1. that short seminars be conducted for the Civil Service staff to clarify the interpretation of those University Civil Service policies which are still not fully understood.

2. that these seminars be organized by the Civil Service Committee (or its replacement) and that former members of the MRAP Personnel and Staff Development Task Force be used as resource persons.

3. that the individual responsible for Library personnel matters be an *ex-officio* member of the Civil Service Committee (or its replacement).

4. that three members of the Civil Service staff be members of the major Library advisory committee.

Training and Continuing Education

1. that the Library insure that its practice of recommending "job-related" coursework for Civil Service staff during the work day continues to comply with University-wide policy and practice.

2. that supervisors take a proactive role in identifying training

needs of the Civil Service employees, and in conjunction with the individual responsible for Library personnel matters and the Personnel Office, offer suggestions for training (including enrollment in "job-related" coursework) where appropriate.

3. that a formal program for cross-training be established by the individual responsible for Library personnel matters, which would guarantee voluntary participation and be designed to be of benefit to both the Library and to the participating individuals.

4. that a formal orientation program be established by the individual responsible for Library personnel matters designed along the lines of the above-mentioned cross-training program but aimed also at the particular needs of incoming personnel.

5. that the travel budget be maintained at no less that $5000/year, and that contractual services budget be adequate to accommodate registration fees.

6. that written conference reports be required of all conference attendees whose expenses are funded by the Library.

7. that Mobiles be reissued to disseminate conference reports.

8. that the Library administration encourage Library staff members to submit individual requests to attend conferences, etc., and also to indicate where specific staff members' participation in particular conferences would be welcome.

9. that Library supervisors be encouraged to participate in appropriate management training.

Weekly Work Schedule

1. that the Library Policy Committee (or its replacement) endorse through the Director the establishment of a 37 and 1/2 hour work week for Civil Service staff on this campus.

2. that the Director, in consultation with the Library Policy Committee, prepare a detailed flex-time policy statement for the Library.

Affirmative Action

1. that the analysis (Recommendation 1 under Personnel Management) be expected to identify FTE positions at the lowest Civil Service level in order to reinstate the Learner Program to encourage hiring of under-represented groups.

East St. Louis

1. that an additional Civil Service worker be employed at the East St. Louis Center Library immediately.

Audio Visual Services

1. that the title for the Acting Assistant Director of Lovejoy Library for Audio Visual Services be changed to Director of Audio Visual Services.

2. that the present semi-autonomous arrangement between Audio Visual Services and Lovejoy Library be maintained.

Walter Bruder
Nancee Flavin
Joan Hewitt
Fred Noel, Chairman
Mary Reinacker
Michael Reinhardt
Margaret Sherwin
  (replacement for Reinhardt, Hewitt, and Smith)
Jewell Smith

QUESTIONNAIRE

Not all respondents answered all questions and some questions required multiple answers. Due to the sensitivity of some of the issues several respondents requested that their responses be seen by only one Task Force member. To insure anonymity, all the other questionnaire responses were cut apart and organized by question number. The originals were destroyed immediately after tabulation was completed. It was agreed not to use any personal names in the final tabulation.

QUESTION 1

Are you clear about your position within the organization?

Yes	57
No	2

Can you describe it?

Yes	56
No	2
No Response	1

Summary of Comments:

1	My position is one of the most vital in the Library without which the Library would be unable to function.
1	Sure about position in the department but not sure of department's position within the Library.
4	Sure about position but feel it lacks importance in the total framework.

QUESTION 2

Do you have either short-range or long-range plans for your career?

Yes	38
No	10
Uncertain	7

Summary of Comments:

1	Career plans depend upon opportunities
1	Very little chance for advancement in the Library
8	Long and short-range plans are for personal advancement
2	Have been disappointed too many times to establish career plans at the Library.
1	Plans are flexible enough to leave the Library at any time.
5	Have plans to leave as soon as possible.

QUESTION 3

Do you feel there is a need for a Library personnel officer? If so, what do you think the duties should be?

Yes	18
No	26
Neutral	10

Duties:

11	Improve career development counseling and give assistance with promotion and reclassification.
6	Improve communication between Library and Personnel Office (aid Personnel Office to understand Library functions).
5	Improve communication with the Library.
5	Show genuine concern for the welfare of individuals.
6	Assess performance (two of these suggested that without warning, the personnel officer should select individuals one at a time and follow him/her around all day).
4	Equalize work loads.
4	Handle complaints, grievances and problems.
4	Establish standards for merit pay.
3	Disseminate and interpret rules and rule changes from state and university system.
3	Conduct and up-date library-wide management study.
2	Coordinate Library management.
2	Provide regular and continuing training.
2	Improve morale.
2	Hire and fire.
2	Maintain records.
2	Coordinate faculty, civil service, and student policies.
1	Represent Lovejoy in the state system.
1	Pay attention to student assistant concerns.
1	Provide rewards for seniority.
1	Establish flex-time.
1	Relieve director and assistant directors of all personnel responsibility.

Summary of Comments:

5	The Library is seen as already having the structure to provide adequate personnel administration (5) but the persons in the appropriate positions need to do their job right.
3	The Library is seen as not big enough to justify the position.
5	Establishing the position is seen as creating another unwanted layer, or barrier between the staff and the administration.
3	We should have this position only if we had only one assistant director.
2	Abbott should delegate more authority to others to get the work done.

QUESTION 3 - Cont'd.

1 Appointment of Earl Beard should be adequate for our needs.
2 It is likely that conflicts would occur between such a position and existing authorities (i.e., committees, or persons).
1 Such a position would be seen as "management" and would therefore be distrusted and made ineffective. Such a position could actually become an additional barrier between staff and management.
1 There are other staffing needs with a much higher priority than personnel officer.
1 It would be hard to find someone who would be uniformly fair.
1 Such a person must be an outsider.
1 Person in that position couldn't do what we need to have done.
1 To improve communication there was a suggestion to establish an official grapevine (like the telephone chain) to assure that things which don't get into the Flyer will still be known in all parts of the Library.

QUESTION 4

How do you find out about your own personnel concerns? Who helps inform you? Do you ask for help?

Ask for Help	51
Do not ask for Help	4

Summary of Ways to Find Answers:

22 Ask immediate supervisor.
20 Personnel Office (ask for info. and/or get information unsolicited).
19 Ask Library administrators.
9 Ask peers; use the grapevine.
5 Ask Civil Service Committee.
3 Go to the Vice President & Provost's office.
2 Go to other committees.
1 Use the Civil Service Handbook.
1 Ask students.
1 Wait for information to surface.

Summary of Comments:

4 Answers from Library administration are often contradictory.
3 Why ask? No one will help anyway.
2 Answers from Personnel Office sometimes contradictory.
1 There is no internal (to the Library) authoritative source to personnel information.
1 Poor communications.

QUESTION 5

Why did you come to Lovejoy Library for a job? Why do you stay?

Summary of Comments:

17	Needed a job. There were many vacancies and they liked the work and students.
9	Convenient. Will stay until something better comes along.
7	Good place to work. There are good opportunities and they wanted to further their education.
5	To obtain experience, knowledge, and income.
4	Like the University atmosphere.
4	Job security.
3	Job fits capabilities. Stay because they have an investment in the system.
3	Good pension plan.
5	Miscellaneous.
1	Too late in life to make a change.

QUESTION 6

How do you feel about how promotions, reclassifications, merit raises, etc., are handled in the Library? What criteria do you believe is used?

Favorable	13
Unfavorable	34
Neutral	8

Summary of Comments:

1	The amount of money allocated for merit is so small that it is difficult to issue it as compensation for excellence.
1	If some sort of step plan for raises was employed there wouldn't be such a desire for promotions and reclassifications.
3	Promotions and reclassifications are usually awarded to those who work hard and are deserving.
10	Across-the-board raises should not be labeled "Merit raises".
2	Promotions and reclassifications are biased and haphazardly handled.
2	Criterion is performance as judged by supervisors and Library administration.
8	Criteria for promotions and reclassifications are college degrees or favoritism.
2	Blames University administration and the Personnel Office for poor handling of promotions and reclassifications.
4	There are definitely no criteria.
1	Promotions, reclassifications and merit raises are a formality not based on ability and contributions to the Library.

QUESTION 6 - Cont'd.

2	Blames the director for the absence of a system and clear criteria.
2	Promotions and reclassifications are awarded to those who protest the loudest.
2	Length of service is the criterion.
2	The criteria used are inconsistent from year to year.
1	Promotions and reclassifications are given out of fear that an employee may leave.

QUESTION 7

In your estimation, is personnel management in the Library adequate? Explain.

Yes	11
No	36
Uncertain	8

Summary of Comments:

4	Library administration has tried to be fair considering constraints placed on them by University administration.
1	Personnel administration is the best it could be but is not as good as it should be.
1	Not bad but needs improvement.
10	There is a serious need for a strong, well organized system with guidelines, honesty and adequate communications.
2	Personnel management needs to be directed by the Library director without interference from faculty and staff.
2	Too little time spent on real personnel management.
4	Inequitable distribution of work--a few people do the majority of the work while the rest do very little.
4	Personnel management and the personnel office are totally inadequate.
2	A definite need for better relationships with the personnel office.
1	Could be more adequate, but a full-time personnel officer is not warranted.
1	Personnel administration should first and foremost focus on position management.
2	No comment is useful because there is nothing with which to compare our personnel management.

QUESTION 8

What is your perception of Library morale? What factors impact upon morale in the Library?

Morale is critically low	10
" " low	19

QUESTION 8 - Cont'd.

Morale is fair	6
Conditional answers	15
Morale is good (acceptable)	5

Summary of Comments:

13	Work loads too high, uneven, unfair, people being taken advantage of, understaffing.
13	Poor pay.
12	Unreliable promotions/reclassifications; inconsistant job descriptions.
7	Poor Library administration (no trust; not competent; no respect).
7	No merit consideration--non-performance rewarded equally with good performance.
7	Distrust and antagonism between Library units and between Library staff and Library administration; fragmented self-interest.
5	Depends on who you talk to.
4	Poor communication.
4	Poor motivation to achieve.
4	Individuals must rely on own motivation and pride in work.
3	Unfair work loads between civil service and faculty.
3	Poor supervision.
3	Poor relationship with Personnel Office.
2	Misuse of students to cover for civil service work to be done.
2	Not enough concern for individuals from the Library administration.
2	Poor image outside (with students, faculty, and University administration).
1	Problems with the operating paper.
1	Recognition of unrelated qualifications (i.e. irrelevant education).
1	Favoritism in committee membership.
1	Salary inequities.
1	Cooperative and positive; fair treatment.
1	Dealing with change.
1	Not enough equipment.
1	MRAP is our last hope.
1	Reclassifications are more possible now.
1	Committee involvement improves morale.
1	Working environment not bad.
1	People who take long lunch periods, coffee breaks, etc.
1	Working on holidays.
1	Having to come to work in really bad weather.
1	Not having decent food available on campus.
1	Rampant boredom with the job.
1	No accountability for Library administrators.

QUESTION 9

a. Do you know how Library grievances are handled?

QUESTION 9 - Cont'd.

Yes	30
No	23

b. If not, do you know how to find out?

Yes	32
No	7

Summary of Comments:

3	Ask assistant director(s) or colleague.
2	Ask Civil Service Committee.
1	Ask Library Grievance Committee.
1	Ask for help outside the Library.
3	Ask (no specific person or committee named).

QUESTION 10

What importance do you place on committee participation by faculty and staff:

Very important	14
Somewhat important	12
Conditional	13
Not Important	13

Summary of Comments:

11	Administration ignores committee decisions and by-passes committee structure.
8	Communications are improved; democratic process is valuable.
5	Civil service does not have adequate representation.
4	Time consuming and cumbersome but probably worth it.
4	Takes too much time from ("real") job.
3	Participation uneven (too few people are members over and over).
3	Committee membership is an ego trip; creates fabricated self-importance.
3	No one cares, why bother, what difference does it make?
2	Committee results are of questionable value.
2	Increased participation helps improve quality of decisions.
3	Depends on which committee; some are worth while, some not.
2	Poor excuse for substituting for a boring job.
2	Time consuming and cumbersome and probably not worth it.
1	Too many committees, too long meetings, too many members.
1	Committees are really only advising bodies and should not take decision-making authority away from administrators.
1	Responsibility and authority is broadened.

QUESTION 10 - Cont'd.

1 Negatively political.
1 Illusionary, too little, too late information to make good decisions.
1 Civil service committees are more effective than faculty committees.

QUESTION 11

Do you feel that faculty and civil service staff representation on committees is adequate, appropriate, and productive?

	Yes	No	Uncertain	Sometimes
Adequate	22	28	4	0
Appropriate	21	27	4	2
Productive	17	31	4	2

Summary of Comments:

4 The director should be responsible for Library matters not committees.
4 Civil service representation is inadequate. One vote for three civil service does not seem adequate or appropriate.
2 Faculty participation results in increased work load for civil service.
2 Committee recommendations are too easily overridden by the director.
1 Participatory management is fine if not carried to extremes. What are we paying management for?
1 Too much bickering----fewer the committees the better.

QUESTION 12

What do you envision the role of the Library faculty to be?

Summary of Roles:

14 Manage and train
  -administer personnel matters.
  -communicate.
  -set examples of good work habits.
19 Be professional, including:
  -meet teaching and research needs of faculty, students and the community.

QUESTION 12 - Cont'd.

-set professional standards and be responsible for their attainment.
-provide leadership.
-take active role in University affairs and committees.
-develop over-all comprehension and understanding of all Library functions.
-participate in making policies, decisions and setting goals, objectives.
-do research.
-participate in tenure and promotion recommendations.
-participate in budget decisions.
-"lobby" for improvements.
-be more forceful.

19 Service to the public, including:
-study user needs (both use and misuse of Library).
-provide reference service.
-improve quality of the collection.
-cataloging.
-bibliographic control.
-keep up with modern technology.

10 Substantially increase direct contact with teaching faculty, chairmen and deans.

10 Keep knowledgeable and up-to-date in subject field and librarianship through reading, conferences, workshops, seminars, continued education.

5 Teach (be educators, to each other and rest of University).

2 Design and propose new programs and services.

Summary of Criticisms:

3 Faculty come in too late, leave too early and take too long lunch and coffee breaks.

2 Faculty perpetrate a caste system.

2 Faculty do not give enough credit to civil service contributions.

2 Faculty give their civil service staff unfair work loads and/or "professional" level work to do and then do not spend their own time on professional work.

2 Management and administrative duties take too much of faculty time; management should not be considered a "professional" activity.

1 Neither the University nor the Library has any direction.

QUESTION 13

Do you feel free to take advantage of the chance to continue your education? If not, give specific examples of why not.

Yes	39
No	7
Conditional	5

QUESTION 13 - Cont'd.

Summary of Comments:

1	Also should be able to attend off-campus workshops and conferences.
1	Now feels free to do so, but not free to do so 2 or 3 years ago.
1	Job still should have primary importance--schedules classes so as not to conflict with work hours.
4	Physical energy, endurance, stamina hinders taking classes.
1	Will take courses despite perceived disapproval of supervisor and co-workers.
7	Difficulty in being away from work area.
1	Disinterest.
2	"Job-related" courses of no interest.

STAFF DEVELOPMENT

> "Staff development is defined as a process that guides and encourages staff members to expand their skills and capabilities on a continuing basis" (Morein and Webster, 1977, p. 11-9).

I. INTRODUCTION

Staff development is an important current issue throughout the library profession. The tightening job market, reduced staff turnover and increased demands on existing library staffs have combined to make essential the optimal use of human resources. Discussion of the issues has helped to clarify the distinction between "continuing education" and "staff development." Although the two overlap and provide mutual benefits, there are key differences. The initiative for continuing education is generally considered to be an individual responsibility. The Standing Committee on Continuing Education of the Association of College and Research Libraries (ACRL) lists the following as examples of continuing education: professional reading, conference attendance, participation in workshops and institutes, degree programs, and for-credit courses that are not degree related (Werking, 1978).

The ACRL definition does not exclude staff development. This term, however, is generally agreed to mean programs initiated by the organization for the express purpose of facilitating achievement of its goals and objectives.

In the Drew University Library, an attempt has been made to foster both continuing education and staff development. The Library's management philosophy as related to staff development can be stated: to improve the staff is to improve the Library. This philosophy, though unwritten, is clearly discernible from precedents. The purposes of staff development in the Library are to continue to train people who can best serve the international world of scholarship, Drew University and its Library's environment and services, and serve as well their personal needs. The goals and objectives of staff development are two-fold: to improve the performance of the Library, and to serve the career needs and goals of individuals (e.g., career development, job satisfaction and job performance). The Task Force on Human Resources is convinced that a program of developmental performance evaluation, including provision for feedback, is imperative for the Drew University Library. Time did not permit the extensive investigation and research necessary to recommend a specific structure for performance evaluation. The literature on performance assessment, however, does indicate certain desirable criteria which should be met by all programs of developmental performance review/evaluation. Also there is indicated a definite correlation between high staff acceptance of such a program and staff participation in its design and selection. The Task Force has prepared a brief synthesis of suggested readings, and has made appropriate recommendations for further steps at the end of the section on staff development.

At present the reconciliation of personal goals and needs with those of the institution is approached through three basic means: 1) continuing education, 2) professional meetings, and 3) job enrichment and design. The Faculty Personnel Policy of June 27, 1978, calls for the establishment by each academic unit of the University a Committee on Faculty to be charged with performance evaluation, recommendation for promotion, and professional development. The Library's Committee on Faculty will provide the structure through which all facets of professional staff development will in future be monitored and directed. The Task Force on Human Resources recommends that the Library build on the existing positive foundation by expanding efforts aimed at job enrichment, by instituting a comprehensive program of continuous performance review and evaluation for all personnel, and by providing extensive in-house/on-campus training and re-training opportunities.

II. DESCRIPTION AND ANALYSIS

Continuing education in many forms serves the goals of both the Drew University Library and the individual by increasing the staff member's skills. Released time is offered to library school students in return for a Drew University Library focus in course work. Paid leaves of absence are granted to professionals for appropriate course work or other projects. On-the-job development now includes some in-house skill and technique training, such as an introduction to OCLC for all staff, and cataloging workshops. On-the-job time for review of professional journals varies among departments. Where the connection between the content of professional journals and daily responsibilities is more demonstrably direct, such as in Reference, Periodicals, and Acquisitions, an attempt is made to schedule regular blocks of on-the-job time for this purpose. In departments where there is often a greater time lag between professional reading and a specific application thereof, supervisors have expressed a need for a written Library-wide policy to serve as guidance.

There is general agreement in library literature, ACRL Standards, standards for professionals in specific institutions, and in the profession at large that it is necessary and desirable for a professional librarian to review regularly literature related both to the profession in general and to the individual librarian's areas of expertise. It is more difficult to find written policies concerning how much of time spent on such review should be on-the-job time. In general, the guideline is that on-the-job time spent reviewing professional literature should be mutually beneficial to the library and to the librarian.

Attendance at and participation in a wide variety of professional meetings is encouraged and is underwritten financially whenever possible.

The Director's example of selecting staff on the basis of general strengths has resulted in a similar approach throughout the Library. Supervisors have the freedom and flexibility to design jobs within the scope of the work to be done. This provides the Library with a uniquely effective tool for maximizing individual contributions. There is, however, no formal means for the worker to initiate the job design process.

The results of the Human Resource Survey show that professionals feel for the most part that their skills and training are highly utilized in their own units, less throughout the Library, and very little in the University at large. This may indicate a desire for increased participation in the total Library effort and in the broader academic endeavors of the University. The professional staff indicates that a great deal of their motivation is provided by the nature/content of their work. While all felt that opportunity had been provided for the development of skills and the enhancement of education, they also felt that expanded abilities only sometimes lead to more challenging work. Survey results also indicate that full-time support staff feel that their skills and training are highly utilized within their own units, less in the Library at large, and virtually not at all in the University community. They also feel that the nature/content of their work could provide greater motivation. Though opportunities have been provided for them to develop skills and enhance their education, expanded abilities were seen as rarely leading to more challenging work. These responses indicate a need for job enrichment and expanded opportunities.

Motivation to expand capabilities is provided in three ways: by role modelling, by encouragement of individual staff members by their supervisors to assume more responsible and demanding jobs in the Library, and by the prospect of increased compensation. At least seventeen student and support staff members have gone on to library school in the last decade. Given current economic and job market constraints, however, guaranteed upward mobility, including automatic promotion to professional ranks upon completion of library school, is no longer possible and cannot be promised.

A. LIBRARY TRAINING AND DEVELOPMENT NEEDS

Redeployment of personnel will be required to fill the strongly felt user and staff need for improved library services on nights and weekends. Since the size of the Library's professional staff is not expected to expand in the foreseeable future, this may well mean utilizing professionals in more than one unit (with appropriate retraining), and training selected support staff to give basic assistance in Readers' Services.

An expansion of the bibliographical instruction program as recommended by the Task Force on Collections and Services will require more personnel trained to take part. Should the Library consider a shift in the format of bibliographic instruction (perhaps as a result of our present involvement in a program in the Earlham mode of course-related library and literature use instruction), personnel will need training in the appropriate techniques.

Utilization of automation and other advanced technology will require appropriate training/re-training for any staff involved.

Personnel will be needed for preparing estimates of the cost of library support for new and current courses and programs.

As the Library moves toward increased staff participation in budgeting, planning, evaluation of performance and programs, decision-making, etc., and as Library personnel participate more extensively in University committees, a need will be felt for staff who can function productively in groups.

The Library's staff, in order to enhance individual skills and improve service, need the opportunity to keep current in the library science field and in their fields of special expertise by attendance at meetings and seminars, course work as necessary, and access to appropriate journals.

Promotion to professorial rank is now possible for librarians, and it will be desirable for professional staff to have the opportunity to work toward additional advanced degrees.

It will be necessary to meet the support staff's need, strongly expressed in interviews and questionnaire responses, for better knowledge and understanding of total Library operations, including a clear distinction between professional and non-professional roles and status. Opportunity for job enrichment and job design should be provided, particularly in the absence of other kinds of compensation.

Staff members also expressed the need for career development counseling and improvement of interviewing, problem-solving, group process and decision-making skills. Provision of opportunities to meet such needs is generally considered to be desirable in a library staff development program.

B. STAFF DEVELOPMENT STRATEGIES

Library staff have participated in University-sponsored workshops in areas such as budgeting, ordering, purchasing and the organization of time.

Support and encouragement have been extended to staff members who chose to undertake degree programs and other study applicable to their Library assignments. Professional staff who enter programs leading to an advanced degree are given the option of flexible working hours to permit class attendance. Support staff share this option, and in addition have sometimes been offered released time in return for emphasizing Library interests in their studies.

Formal organizational support of staff development now takes place on an ad hoc basis. Assignment of facilities and staff to staff development undertakings has been done informally as need has arisen. No specific portion of the Library's budget is assigned to staff development, but 0.15% is designated for travel, attendance at professional meetings, acquisitions trips, etc. This amount is supplemented by an additional $1000 from various sources such as gifts. At the present time, there is no procedure for the evaluation of staff development.

The orientation/training, leadership and supervision, and personnel practices sections of this report contain some analyses and recommendations closely related to the staff development function.

III. RECOMMENDATIONS

The Task Force on Human Resources recommends:

A. That the Assistant Director assume responsibility for the design and direction of staff development programs. To assist in this undertaking, a task force under her leadership should investigate specific methods of staff development used in other libraries with a view to adapting them for use in the Drew University Library.

B. That training seminars and workshops on library-related topics be conducted, giving top priority to: 1) training in supervisory skills such as situational leadership, time management, counselling and interviewing techniques, discipline and motivation; and 2) communication skills such as conflict resolution, constructive feedback, active listening, and written and oral supervisory communication. It is more cost-efficient to hold such sessions on campus rather than sending individuals elsewhere for training. Examples of available programs have been placed in the ALDF file for use by the implementation committee.

C. That students who display aptitude for and interest in library work be given additional training to improve coverage of library services when only students are on duty.

D. That students who complete the course presently taught by the Director entitled, "Bibliography and Research: the Humanities and the Social Sciences," be compensated at a higher level, and be given added responsibilities and more challenging work whenever feasible.

E. That interested professional staff be trained in instructional methods in order to expand the Bibliographic Instruction program.

F. That appropriate staff be trained, as required, in the use of automation and other advanced techology, such as: security systems, data bases, circulation systems, serials and acquisitions systems, and on-line catalogs.

G. That appropriate staff receive training in management techniques, such as budgeting, planning and evaluation. The specific objective of this training is to develop the ability to serve on appropriate committees and to supervise related functions.

H. That library staff continue and be encouraged to participate in University-sponsored workshops.

I. That the Director and Assistant Director formulate a written, Library-wide policy concerning on-the-job review of professional literature.

J. That an annual opportunity be offered for review of job content for any permanent employee who requests it. The purpose of this review would be an investigation of opportunities for job enrichment. The Assistant Director should select the members of a review group (including the staff member, his/her supervisor, and other appropriate Library personnel if and as necessary) for each individual requesting such a review.

K. That every effort be made to fund re-training to implement job enrichment suggestions stemming from such a review.

L. That the Director and Assistant Director develop means of periodically evaluating the Library's staff development program.

M. That efforts by the Library faculty to write for publication be encouraged and also supported by released time when needed and possible.

HUMAN RESOURCE MANAGEMENT

If we accept the truism that the world's greatest natural resource is human creativity, then organizing work environments to enhance personal opportunities for self-actualization may maximize the institution's productivity as well. Richard Beckhard expresses the challenge of personnel utilization thusly:

> How can we optimally mobilize human resources and energy to achieve the organization's mission and, at the same time, maintain a viable, growing organization of people whose personal needs for self-worth, growth, and satisfaction are significantly met at work (Beckhard, 1969, p. 3).

Beckhard's statement effectively points out the importance of integrating an organization's goal specification and planning processes with its human resource management program (personnel utilization). These interrelationships include the following points:

1. All staff should be able to work toward Library goals by identifying areas in which they can make personal and professional contributions.
2. Organizational planning needs to include establishment of principles that can guide job design and redesign and the allocation of individuals in these jobs.
3. Policy formulation should address personnel issues in a way that makes University policy Library-specific.
4. Performance evaluation should be based on negotiated personal performance objectives that include output objectives consonant with departmental and Library-wide goals statements, as well as targeted areas for individual growth.
5. Active staff development and job enrichment programs should be instituted and enthusiastically supported for all levels of staff, so that staff participation in Library planning and decision-making becomes increasingly valuable and valued.
6. Effective participation in planning and decision-making requires open, empathetic, issue-centered communication.

HUMAN RESOURCE PLANNING

Organizational development professionals agree that meaningful human resource planning should include the following three functions:

1. Assessment of present and potential staff abilities, skills and interests;
2. Forecasting future personnel requirements;
3. Designing a means of meeting both current and future human resource needs.

(Drew, 1978)

The following paragraphs further identify these functions:

1. Assessment of the skills, abilities and interests of current staff will provide the administration with an inventory of human resources available to meet the service objectives of the Library in fulfulling its mission to the University. Requesting information on potential future interests and untapped abilities will expand this pool of resources and allow greater flexibility in the utilization of personnel. These staff capabilities can be identified through a) administration of a skills inventory; b) observation of behavior and attitudes; c) performance accountability as revealed by evaluation of negotiated personal performance objectives; d) measurement against output standards; e) job content review; and f) discussion of areas of an individual's special knowledge and interests (Drew, 1978).

2. Forecasting of any kind is "iffy" at best. To be a valuable tool, its projections must be based on explicit contingencies (if... then statements) and overt assumptions. Robert Ayres' book, Uncertain Futures, examines some of the biases of many forecasts including that of professional mindset. These biases, however, should not dissuade the Library from developing and using a forecasting system for predicting probable alternative staffing and training needs.

3. Flexibility must be the primary criterion in designing a human resource allocation plan for the Library. The small number of staff suggests that most people will fill several roles and function together in a variety of groupings. A strong staff development component will be essential in providing a backup person for each position (where possible) and in developing the tools necessary for effective and creative decision-making. The plan should also include the following elements: a) a standard for measuring efficiency and cost effectiveness of alternative choices; b) an assumption of primarily qualitative rather than quantitative growth (since it is unlikely that budgeted staff positions will suddenly double); and c) a creative approach to integrating functionally disparate parts into a cohesive system. An efficient human resource plan can be developed and initiated through sensitive management, open communication, and effective respresentation for all staff in the decision-making process.

LIBRARY STAFFING PATTERNS

Staffing patterns in the Library in the past have changed largely as a response to changing demands for service, changes of the arrangement of physical facilities; changes in program emphasis at either the University or the Library level; changes in personnel and the interest of individual librarians; changes in the state-of-the-art of library science; and perceived demands of faculty or administration. Many of these changes have been isolated responses to various pressures, rather than part of a systematic planning process.

A majority of staff have expressed reservations about the tendency of both new programs and new technologies to be superimposed on already overworked staff. The University community, however, has requested new or expanded services in several areas:

1. The faculty's previous request for more expeditious book cataloging has resulted in automated RLIN cataloging.
2. A stronger Library use component was written into UOP's new general education program;
3. The professional schools are interested in the extension of the Library's bibliographic instruction program (now used primarily in the College of the Pacific) to their subject areas;
4. Some faculty and graduate students need access to online bibliographic search services; and
5. Many departments feel that audio-visual resources are necessary in the Library.

Most staff feel that efficient implementation of these new services is impossible without significantly increased staffing levels. At present, UOP has only 11.5 professional librarian positions. The average number of professional staff among similar institutions is 17.5. 'Standards for College Libraries' indicate that UOP should have at least 15.6 professional positions.

Often new responsibilites are acquired with no re-evaluation or reallocation of previous tasks. Some staff feel that it would be appropriate to undertake an assessment and redesign of jobs with the introduction of major programs. Some personnel are intimidated by learning experiences they see as being forced on them, while others are enthusiastic about the opportunity to gain new knowledge and skills.

Accurate job descriptions with provisions for periodic updating are another major concern for staff. While a number of staff feel they have accurate job descriptions, others are unaware of any written job description for their positions. Some feel that existing job descriptions do not reflect their current responsibilities or capabilities, and several support staff believe that their jobs have changed so that their positions may be misclassified salary-wise.

RECOMMENDATIONS

Effective responses to changing workloads should be developed through flexible human resource planning. Allocation of work within the Library should be responsive to personal capabilities and interests as well as organizational objectives.

The Library Director and the Academic Vice President should negotiate target levels for increasing Library staffing to agreed-upon standards over the next five years.

Accurate job descriptions for all positions should be developed and updated regularly.

An assessment of staff skills, interests, and abilities should be undertaken.

A set of principles should be identified which will guide future human resource planning.

PERSONNEL POLICIES

UNIVERSITY POLICIES

A framework of personnel policy is provided by the University administration, and is administered either through the office of the Academic Vice President (for faculty, and in part for paraprofessionals), or through the non-academic Personnel Office (for support employees, and again, in part for paraprofessionals). Personnel policies at the University level are made known to staff through a variety of publications. Three primary ones are the UOP Operations Manual and Handbook for Academic Personnel (faculty) and the Staff (including Library paraprofessionals) and Support Handbooks issued by the non-academic Personnel Office.

While both faculty and support employees have well-defined policy at the University level, including evaluation, discipline, and grievance procedures, paraprofessionals do not. Their letters of appointment to the University and annual salary adjustments are administered by the Academic Vice President on the recommendation of the Director of Libraries. They are expected to approach their work in a professional manner and be accorded recognition for this professionalism in return. Their appointments are renewed annually.

LIBRARY POLICIES

Personnel policies, like other policies within the Library, are often determined on an ad hoc basis as the need arises. Sometimes an issue is handled unilaterally by a department head, and then communicated and accepted informally by other department heads. Policy, then, is most readily known by those who were involved in its formation, is frequently part of an implicit body of understanding among department heads, and is made explicit only upon its application to a particular instance. Even policy formally adopted by the Library faculty is imbedded in faculty meeting minutes, and often depends for its use on good memories, since there is no indexing of the minutes.

There are many places and levels where policies are made which affect employees. It is unclear where responsibility lies for the dissemination of many of these policies. Staff at all levels are frequently unaware of specific policies or where to go for information.

There is no program of introduction to the University for non-faculty, nor is there a uniform orientation to the Library. No Library handbook for new employees has been compiled. With the exception of the Reference Department and interlibrary loan manuals, which could serve as models for other units, departmental procedural manuals are incomplete or out-of-date.

Questions raised by the staff through the "Suggestions for Improvement" survey concerned time off for doctor and dental appointments; opportunities for staff development through specialized training and job-related workshops, meetings and conferences; and the amount of time which can reasonably be devoted to committee work while continuing to meet unit responsibilities.

Availability of and criteria for merit raises; definition of career lattices or promotional opportunities; possibilities for job enrichment; reclassification of certain positions within the Library to reflect changing responsibilities; and the rationale for differential benefits between job classifications, e.g. sick leave, vacation time, etc. were other serious staff concerns that need to be fully explored.

Other issues of policy that staff would like to see addressed include a synthesis of the informal policies regarding flex-time; consideration of additional compensation for working nights and weekends; explanation of work flow during periods when positions are unfilled, individuals are on medical or other types of leave, or during other periods such as vacations when individuals are away from their units; and implementation of an employee recognition or performance award program.

Staff at all levels were concerned about salaries and wages, and would like to see these issues addressed via Library policy and reviewed with appropriate University administrators. Students would like a range of Library Assistant positions with increasing responsibility and compensation. Support staff feel their salaries are too low. Some long-term staff members believe that they are paid less than new workers in the same job classification. Others express interest in having the skill and corresponding compensation levels of their jobs reevaluated. Paraprofessionals agree that progress has been made in adjusting their salary levels upward, but that more needs to be done. Library faculty assert that their salaries are not equal to those of their academic colleagues, since librarians work eleven months, while most other University faculty teach only nine months of the year. They would like to achieve salary parity.

RECOMMENDATIONS

Personnel policies within the Library should be articulated and their inter-relationships with UOP faculty and staff personnel practices identified.

A standing committee should be established to advise the Director of Libraries in the areas of personnel policies, planning, and staff development.

The Library Director should analyze Library salary and wage concerns, explore these issues with the Academic Vice President and the Director of Personnel, and develop a plan of action.

The Library should develop a new employee packet and/or a Library personnel handbook which should be distributed to all new personnel, including students. It should include:

1. Library personnel policies for all levels of staff and their inter-relationships with UOP policies,
2. Library goals and objectives,
3. Philosophy of service,
4. Departmental goals and objectives,
5. Individual job descriptions.

Procedural manuals should be kept up-to-date. The method and responsibility for revisions should be stated in each manual. These manuals should contain detailed procedural directions for positions and assignments.

The Library should schedule an annual meeting for all staff during which the Director of Personnel and the Library Director would be available to answer specific questions about policies, benefits, retirement, etc.

The Director should designate an individual as the personnel resource person for the Library who would be available to answer questions or help seek information about either Library or University personnel policies.

The informal policy of flex-time should be synthesized into a written policy and reviewed as to objectives.

PERFORMANCE EVALUATION

Employee growth and development is, in the final sense, self development. But along the way staff need guidance in evaluating their own development in relation to the needs and objectives of their work unit and the organization as a whole.

CURRENT EVALUATIONS

The UOP Libraries use the University-wide staff and faculty evaluation procedure for the review and appraisal of their employees. There is no structured in-house procedure for such review (except guidelines for informal and semi-formal faculty evaluations), nor any specific performance standards by which the staff may assess their success and growth in contributing to Library and career goals. Job descriptions are often imprecise, out-dated, or completely lacking. These descriptions, and the evaluations that are used with them, do not tend to emphasize the employee's unique role as a contributor to Library objectives.

Support Staff and Paraprofessionals

The evaluation method applied to Library staff is determined by status as a faculty or non-faculty employee. The non-academic staff are evaluated on a form provided by the University Personnel Office (See Appendix 41) after their initial probation period and every year thereafter. In addition, support employees are required to be evaluated three months after a promotion or transfer, or if an employee is felt to have developed deficiencies in one or more evaluation categories.

The Director of Personnel advocates the evaluation of paraprofessionals according to the same criteria and on the same form as is used for support staff. This seems to be somewhat paradoxical since the final page of this form contains two questions about permanent status, an aspect of job security not available to paraprofessionals.

While the Personnel Director prefers universal use of the form developed by his office, he is amenable to assisting the Library in developing and using a unique performance appraisal system if presented with appropriate rationale for doing so.

The forms provided by the University Personnel Office are filled out by the supervisor and/or department head, and a conference is held in which their contents are discussed. The employee's signature acknowledges that the conference has been held, and the completed evaluation is sent to the Personnel Office. Department heads and the Director of Libraries also keep a copy on file.

Library Faculty

Library faculty evaluations are conducted according to the format described in the Operations Manual and Handbook for Academic Personnel and the Guidelines for Library Faculty Evaluations (adopted by the Library Faculty in March 1974). There are three distinct levels of evaluation according to Library guidelines: informal (day-to-day), semi-formal and formal. Semi-formal evaluations are intended to help the individual improve his abilities as a Library faculty member and review his or her relationship with others in the cooperative execution of Library programs. These evaluations are carried out on a two-year schedule. Formal evaluations are used to create a structure for gathering information that can be used in part for making decisions regarding retention, promotion, and tenure.

Library Administrators

Recently a University-wide evaluation methodology was drafted for use in the appraisal of administrators (See Appendix 42). In the Library's case this evaluation would be applicable to both the Library Director and department heads. This instrument will have to be modified slightly in order to provide a more equitable appraisal of the unique role that Library administrators hold in relation to their University colleagues. Any such modifications should take into account the following:

1. Library administrators' greater managerial and supervisory roles and their responsibility for non-faculty as well as faculty staff members.
2. The fact that the position of department head is not one that rotates among other Library faculty, as is the case in some other University departments.
3. The Library faculty's (relative) non-teaching status.
4. A greater focus toward specific Library goals and objectives--both Library-wide and departmental.

Student Assistants

Student workers comprise the largest group of staff employed by the Library. No Library-wide policy exists, however, for their evaluation or promotion. Most departments report using only oral correction of errors or admonitions about inappropriate work behavior. Several supervisors express reluctance to dismiss poor workers on the basis of oral warnings alone.

The student pay scale as determined by the University Office of Personnel provides for six wage levels. The Library seldom uses more than two of these. The second step is reached after one year of Library work. This increase is automatic after the initial year and is not based on performance at all. Also, since students work greatly varying numbers of hours there is no comparability of time worked (in hours) prior to this sole raise.

Many long-term student workers are dissatified both with the levels of pay they are receiving and with the lack of promotional opportunities. They also recognize the great difference in responsibility they assume during daytime hours when supervisors are present and during night and weekend hours when they are not, especially after the Reference Desk closes and no librarian is available. This extra responsibility is often required from the first week of work and there is no corresponding compensation. Furthermore, there is little evaluation of whether a student can handle this increased responsibility wisely.

Student workers would like more consistent feedback on their job performance. They would also appreciate the opportunity to advance to increasingly responsible and challenging positions within the Library.

STAFF CONCERNS

The Task Force on Library Management and Human Resources found that administrative records indicate there is a discontinuity within the Library in regard to regular evaluations. This is especially true for paraprofessional and support staff evaluations, which tend not to be held on a regular basis. Staff report as many as five years between evaluations, although many seem to be done at least every two years. This may be partially due to the relatively inadequate evaluation instrument that is widely felt to give an incomplete measure of performance and require a good deal of subjectivity because of the rather broad, vague standards provided.

The "Suggestions for Improvement" contributed by Library staff and interviews reveal that staff have at least two broad concerns pertaining to evaluations. Most staff feel that there is a great deal of informal evaluation done via "the grapevine" between supervisors, as well as between supervisors and other staff. Second, many staff feel that evaluations (whether day-to-day or scheduled) tend to emphasize primarily criticism. Some student assistants also concur in these perceptions. Two department heads assert, though, that these allegations are not true. Several employees feel that supervisors should take more of a "coaching" role with respect to both day-to-day and formal evaluations, instead of emphasizing deficiencies.

Some employees also feel that the prospect of transfer or promotion between departments is nullified by heavy use of the grapevine to discuss employee performance--especially in light of its negative emphasis. Interviews also reveal that staff sometimes perceive that their supervisors are unhappy with their performance, but that they do not always say anything or offer specific suggestions for improvement.

Specific concerns about evaluation seem to vary widely. Some supervisors were perceived to be very thorough during the evaluation process (by writing extensive additional comments or extending the conference for longer dialogue), while others were not. Since tasks assigned to positions vary widely, change over time, and often are not documented in job descriptions, staff are sometimes unclear as to whether they are being evaluated more heavily on their performance of specific duties or personality and behavior in general. If the latter is the case, the opportunity for subjectivity on the part of the evaluator would seem to be greater.

Some staff also feel a need to have more two-way interaction in the evaluative process. A number of staff mentioned that they disliked not being able to have one-to-one dialogue if both an immediate supervisor and a department head were present for the conference section of the evaluation. Other staff would like more individual input both in determining job descriptions and through some form of self-evaluation. Some would like to explore the possibility of having an evaluation committee do the assessment at the support and paraprofessional levels as well as at the professional level (as is now the case). An evaluation committee may be particularly appropriate for supervisory personnel, since people feel that there needs to be significant input from the supervised personnel, as well as from the supervisor. Evaluations at this non-academic level might also benefit from the neutral influence of inclusion of a peer from another unit. A number of staff expressed interest in exploring this option.

IMPROVING EVALUATIONS

The Library lacks a comprehensive, equitable and constructive performance review/evaluation system that focuses specifically on Library and departmental goals and objectives.

The Library has a two-fold objective: to demonstrate present efficiency by utilizing its individual human resources to their fullest capacity, and to emphasize overall performance of specific units and departments as well. The establishment of shared goals and objectives, and the implementation of a human resource planning process with which to meet them, needs to be realized at all levels by the implementation of a performance appraisal system that is tailored to some of the Library's unique functions. Such a system of performance evaluation becomes an organized, rational part of the Library's planning efforts through the use of a slightly different orientation than at present. This kind of orientation emphasizes individual and unit contributions to Library goals through identification of performance objectives; the openness of the lines of communication between supervisors and employees; and the development of staff members to their fullest potential in a combined effort to fulfill both personal and Library goals.

One of the first steps toward more efficient utilization of present staff can be taken by developing a vigorous program of staff development. In order to identify development and training needs that will benefit both the individual and the organization, a performance evaluation system will need to be independent (chronologically) of merit or promotion awards. When such evaluations are done while individual compensation is at stake, it is more difficult to gain commitment to unit goals and objectives. Thus, the focus at the actual time of evaluation should be on performance improvement based on both individual and unit goals.

Under the present evaluation system, dialogue is sporadic and often aimed at isolating primarily deficiencies and strengths. A performance appraisal system that is developed in conjunction with written performance standards and job descriptions, and emphasizes improvement through working toward goals, makes the evaluation system a better vehicle for two-way communication and learning.

Some experts feel that peer input into the evaluation process can provide another valuable perspective on the work being performed by a staff member. Each unit of the Library can work out its own definition of the term "peer," so that the appropriate "contextual" information can be brought to bear on the evaluation process.

Performance review/evaluation systems are useless without definite and explicit written standards of performance and job descriptions for each type of position or job to be evaluated. A periodic review of job content, including duties acquired or given up, should be conducted in conjunction with the evaluation process. Job fit, the degree to which the individual and the job match, should be assessed. Employee growth and the ability to accept new responsibilities should be recognized.

Performance/appraisal systems are designed as a tool to identify ways to better utilize human resources. As managerial effectiveness is one way of achieving such utilization, managers need to be evaluated as well. Since Library department heads have a different role than other University department heads, the new University-wide method for administrative evaluations will have to be investigated to ascertain what adaptations can be made for Library use specificially. For instance, Library department heads are responsible for coordinating a number of levels of staff in addition to faculty.

The qualifications necessary to review subordinate performance (as is most commonly done with traditional evaluative methods) are quite different from those needed to evaluate and coach. Managers would therefore need training in performance appraisal methodology.

Finally, any performance appraisal system that is designed will need to comply with UOP personnel policies and should be developed through interaction with both the Director of Personnel and the Academic Vice President.

RECOMMENDATIONS

The Library should refine and expand its evaluation procedures to insure a systematic, equitable and fair performance evaluation process for all Library personnel. Such evaluation programs should focus more specifically on Library and departmental goals and objectives. These programs should meet the following criteria:

1. The performance evaluation should not coincide with the determination of compensation and/or promotion.
2. The evaluation procedure should be aimed at the enhancement of individual development as well as the achievement of Library and departmental goals.
3. It should provide evaluation in both directions--from the supervised up as well as from the supervisor down.
4. It should include an assessment of employee growth, ability to assume additional reponsibility, and interest in job enrichment or staff development opportunities.
5. It should include a review of job content for the purpose of updating the job description for the position.

The role of the Director of Libraries, department heads and supervisors in the evaluative process should be clarified.

The primary basis of performance evaluations should be negotiated personal performance objectives that specify both the individual's responsiblities toward meeting Library and unit goals and appropriate objectives for personal growth and development.

Library evaluations should apply to the following staff groups:

1. The Library Director and department heads, through adoption and appropriate adaptation of the proposed University "Guidelines for Evaluation of Academic Administrators;"
2. Library faculty, through guidelines set forth in the University Operations Manual and Library guidelines adopted March 1974 and coordinated with Library goals and objectives;
3. Paraprofessionals, by clarifying University policy and adopting Library guidelines that reflect their responsibilities;
4. Support staff, by further assessing their perceptions of how evaluations could be more meaningful; and
5. Students, in order to provide a basis for an expanded wage scale and differential levels of responsibility.

STAFF DEVELOPMENT

The UOP Libraries general personnel environment does not presently emphasize staff development and job enrichment. There is little evidence of promotion from within, and there is a lack of information circulating pertaining to workshops, meetings, and job openings. This points to a dearth in policy and action regarding staff development. Energy has historically (and understandably) been focused primarily on maintaining work flow and less on learning and development for all levels of staff.

Ever-increasing demands on library staff have made effective and optimum personnel utilization and staff development an important issue throughout the library profession. For purposes of the following discussion, staff development can be defined as the reconciliation of an organization's goals with the individual career and personal goals of its employees. In the Library, this can be approached through three means: continuing education, professional meetings, and job enrichment and design. Job enrichment is a way of delegating both authority and responsibility in order to assign new tasks and provide new work experiences, and, in general, to seek ways by which the basic nature of the job may be made more meaningful.

CURRENT PRACTICE

The initial impact of a staff development program is on the orientation and training of new employees. UOP, while providing an orientation program for faculty, has no program of introduction to the University for non-faculty (due primarily to the small personnel staff). Furthermore, there is no uniform orientation to the Library, no Library employee packet, nor any standardized training guidelines or checklists for new personnel. Most orientation and training is done on a one-to-one basis within the various Library departments. Usually either the employee's supervisor or a worker performing similar tasks is responsible for training and orientation. This process also is used for student workers. About a year ago, the Director of Libraries initiated an entry interview with each new permanent employee. This interview includes a discussion of the employee's personal interests and background, remarks about changes taking place and future directions for the Library, and an explanation of the Library's mission and commitment to service.

Presently, the only recognized staff development activities for continuing staff are for the faculty. Faculty members are provided $125 a year to attend professional meetings, and, when tenured, they are eligible for the Faculty Development Leave Program (a semester off once every five years). This leave is granted for the purposes of developing new skills and understanding in one's professional field.

Organizational support of other kinds of staff development now takes place on an ad hoc basis. Funding and release time for workshops and some meetings have been provided for all levels of staff over the years, but only a few staff members have been involved, and departmental petty cash is sometimes used. In-house training on the use of new technology has taken place, but has ranged from including all staff to only a select few; Library-wide criteria have not been used in determining who should be trained for such implementation.

University policy permits employees to negotiate with their supervisors in working out arrangements to attend classes during work hours, and how those hours may be made up. Flexible hours for course work have been provided within Library departments, but have not been addressed via overall Library policy.

On-the-job reading of professional journals is recognized as an important aspect of the professional librarian's job content, as the connection between the content of such journals and daily responsibility is fairly clear. However, where the connection is less clear, such as in the case of paraprofessionals and support staff with duties or interests that may be addressed in such literature, policy formulation may be needed.

Writing for professional publications, committee work, work for the cooperative library network and other external programs, attendance at workshops, and meetings of professional associations as well as Library and non-Library committee assignments have not been addressed in terms of time on and off the job for all levels of staff. New faculty have initally expressed uncertainty as to what is expected of them. Other staff feel that they should be encouraged to be more involved in some of these activities. Some staff have at times (such as the recent American Library Association meetings, the Library retreat, or departmental training sessions) been concerned as to whether adequate levels of service were being maintained.

Faculty have a professional commitment to research, publishing, and University, Library, and professional association meetings and committees. They should have the freedom to plan these activities according to the degree of professional benefit they feel they will derive. The Library, however, needs to recognize that a need exists for time flexibility to meet these obligations in order to maintain academic equality with 'teaching' colleagues. While the Library cannot and should not legislate how much 'overtime' a professional works, it does have a responsibility to acknowledge and provide some time for all aspects of professional work and to insure that the ebb and flow of these obligations are planned in order to facilitate effective Library service.

Job Enrichment

Job enrichment does take place within the UOP Libraries in a scattered fashion. There are employees who have been given greater responsibility, more authority, and freedom to try out new ideas on the job. However, because this opportunity has not always been extended to others when feasible, it sometimes creates ill-will, jealousy, gossip and a general feeling of unfairness that ultimately causes the Library and departments to suffer because of low morale.

FUTURE POSSIBILITIES

Staff Development

The need for staff development can be assessed by examining several areas. On-going performance appraisals are a rich source of information on individual needs combined with the examination of Library and department objectives. These two factors provide a basis by which existing personnel skills and needed (both present and in the future) staff skills are assessed to draw up a staff development program. Effective management at all levels is thus the pivotol point where the need for staff development is ascertained and the results of such a program are measured and evaluated. In addition, the skill and effectiveness of a manager (and management) can be measured in part by the achivements of his or her staff. The 'growth room' provided by staff development and job enrichment programs provides the environment in which achievements are encouraged and rewarded.

The goals and objectives of a staff development program should be two-fold: to improve the performance of the Library and to serve the career and personal goals of the individual. Historically, the UOP Libraries have not undertaken such a mission except on a sporadic, as-needed basis. A staff development program needs to be implemented as part of the planning process for the execution of Library goals and objectives. One of the purposes of the Self-Study has been to identify areas where staff development can be used to advantage and to provide direction for such programs. Examples of such areas include:

1. Training in managerial and supervisory skills, such as time management, counseling and interviewing techniques, discipline, and motivation.
2. Training in evaluation methodology and practice.
3. Faculty Development Leave programs aimed at bringing in new, innovative ways of dealing with programs and processes;
4. Training in communication skills such as conflict resolution, constructive feedback, active listening, and written and oral supervision.
5. Workshops in issue-oriented problem solving and group decision-making.

Other staff development needs may be a result of increased participation in decision-making through meetings and committees. These might include the need for training in diverse areas such as budgeting, organization of time, career development, interviewing, and group process skills.

The design of such a staff development program will have to include the identification of staff development needs, a plan for appropriate funding, and a method of assessing the program's success.

Job Enrichment

UOP has followed an unwritten policy of hiring the "best" contender with qualifications necessary for the job. This has sometimes resulted in conflict at the hiring stage between qualified and "over-qualified." In such cases the Library has not always recognized the need to provide a certain flexibility to those jobs which are held by highly motivated people, nor has it provided a clear policy on consideration of reclassification when such people "outgrow" their jobs (as most staff eventually do). Several staff have mentioned that even when opportunities were provided to develop skills and enhance their education, their expanded abilities rarely resulted in more challenging work. Such cases exhibit the need for job enrichment and expanded opportunities, as well as policy on reclassification.

Support staff have especially expressed the desire for better knowledge and understanding of total Library operations, as well as for ways to use acquired skills and talents. This points to the need for job enrichment and greater input in job design, especially in the absence of other kinds of compensation. Some staff might be particularly interested in undertaking some sections of the Library Resources Course work both to acquire skills and to gain a better understanding of other library tools and functions.

Some staff have also suggested that duties might be rotated among staff at each level. This might be examined as a possibility for three reasons:

1. To provide a greater variety of tasks as a source of job enrichment.
2. To rotate those responsibilities that are more routine, for variety.
3. To provide a broader back-up system in order to allow for release time and coverage for staff development needs or to eliminate backlogs due to medical leaves, vacations, and unfilled positions.

MEANINGFUL WORK AND PRODUCTIVITY

Opportunities to utilize some staff in broader possible future functions, such as grant writing, resource (information) coordinators, design and art work, task forces, etc., need be recognized as other possible duties and/or career routes within the Library. If the utilization of such extra skills cannot be compensated through traditional means, consideration might be given to special awards like "employee of the month," a plaque of recognition, a dinner or lunch out, etc. The current University Director of Personnel advocates a project fund as one way of rewarding volunteers for special contributions.

Not all jobs have the capacity to be enriched, not do all staff hold specific personal values that demonstrate the need for further enrichment and/or responsibility. Feedback from the performance appraisal process combined with an examination of the skill level, personal values, and other individual factors needs to be taken into consideration when job enrichment is examined.

When job enrichment is a planned process, in concert with Library and department needs, the organization stands to reap the benefits. An enriched job can be one of the motivating factors for excellent performance, as performance is often stimulated by how much room for growth and challenge a job provides.

Our population is becoming increasingly educated and motivated to find "fulfilling" jobs in a tighter and tighter market. Current cultural trends emphasize the importance of a meaningful job as part of the requisite for a satisfying life. The philosophy of "there are ten more people wanting this job just as good as you" may work for now (albeit expensively in terms of turnover), but will not continue to do so; and those institutions with the foresight to plan for employee growth will in the long run benefit most as a result of high productivity. Humanization of the work force is going to be next few decades' battle cry as affirmative action was in the last two.

This trend is paradoxically both complicated and complemented by the era of economic retrenchment in which academic libraries are caught. There is less room for manpower waste--indeed creative staff development and job design is going to continue to be one of the most powerful ways that institutions can fight the effects of shrinking resources. However, staff development and job enrichment can be more costly if these programs are not carefully planned and evaluated.

RECOMMENDATIONS

The Library should encourage individual commitment to Library and personal goals through comprehensive orientation and training, staff development programs, and job enrichment opportunities.

The Director of Libraries should assume responsibility for the design, direction, execution, and evaluation of staff development and job enrichment programs, with the advice of a standing committee on personnel matters.

Training seminars and workshop on Library-related topics should be conducted giving top priority to the following:

1. Training in supervisory skills, time management, counseling, and interviewing techniques,
2. Communication skills such as conflict resolution, constructive feedback, active listening and written and oral communication,
3. Performance appraisal techniques and methodology, and
4. Issue-oriented problem solving and group decision-making.

The Library should create a resource file that lists the skills and interests of individual Library employees; for example, art and design, public relations,-grant writing, etc.

A uniform orientation program should be developed for all new Library employees, including student assistants, which would include the following elements:

1. Discussion of the Library's philosophy of service,
2. Presentation of the goals and objectives of the Library and the employee's work unit,
3. Explanation and tour of physical facilities and layout,
4. Information regarding inter-departmental structure and function which delineates roles and responsibilities,
5. Training in dealing with the public in a courteous and constructive manner,
6. Training in the use of telephones, photocopying machines, and other generally needed equipment,
7. Discussion of security, regulation enforcement, and emergency procedures and responsibilities,
8. Information on employee benefits and Library and University expectations.

Methods should be explored for increasing staff awareness, knowledge, and understanding of other Library functions outside of their own department.

COMMUNICATION AND INFORMATION SYSTEMS

Of all the areas examined by the Task Force on Library Management and Human Resources, the issue of 'communication and information' raised the greatest concern and the most emotional response. The quality, timeliness, openness, and appropriateness of the Libraries' communication processes touch every aspect of the Libraries' structural, functional, and human components and make communication an extremely complex and important element in effective, enjoyable Library operations and service.

Richard Emery, in his book Staff Communication in Libraries, puts the issues in perspective:

> Staff communication is an aspect of everyday activity which many librarians take for granted; they assume that their own particular communicative activities, and perhaps those within the library as a whole, are adequate and efficient. Staff communication, however, is not a secondary or derived aspect of management, but one that is central to organizational activity and is the basic process upon which other functions depend in their working and contributions to library goals. For this reason it is important that librarians appreciate the significance of staff communication and make a conscious effort to consider, evaluate and modify communication process and content. Furthermore, since staff communication itself, like many other aspects of administration and human behaviour, is a continuous process, subject to change and environmental influences, such effort should not be made simply on occasions when something goes wrong, but continuously.
>
> Individual communication procedures should not be viewed or evaluated in isolation. Rather should they be seen as part of the total library staff communication process, which in turn should be integrated in the light of general theoretical considerations (Emery, 1975, p. 9).

FORMAL COMMUNICATION

Forms of official communication employed by the Library for in-house networks are primarily meetings and memos.

Memos

Memos from the Director's Office are distributed to each department head by the Administrative Secretary. Department heads are asked to route these memos to their entire staff, or to professional staff, if the content is only of concern to them. Library policy memos are kept on file in the Director's Office, where all staff may have access to them.

Departmental memos (both to the Director and to members of the department only) are usually written and distributed by the department head, although in some departments memos are written by other staff members when information of importance to that department becomes available to them first. Memos between departments are fairly infrequent.

The distribution of other routed material is centralized in the Serials Office, where each department and branch library has a mail slot.

Meetings

Regular Library meetings include either Library-wide meetings (held at least two times a year--or more often on an as-needed basis), and monthly meetings of Library faculty. There are no official meetings held between departments, and the holding of departmental meetings varies from none at all to regularly scheduled ones during the year. The majority of departmental meetings are held on an ad hoc basis.

The minutes from the Library faculty meeting are taken by the Administrative Secretary and distributed to all Library staff. In addition, they are kept on file in notebooks in the Director's Office and in the Reference Office for staff use.

Additionally, the formation of ad hoc committees to address specific problematic issues is a means by which information is shared among some staff members. The decisions arrived at from such committees are reported at the Library Faculty meetings and routed to the rest of the staff in the minutes of the meeting.

Other Modes

Other communication links are the two staff lounges and the bulletin board in the upstairs staff area. Memos of Library-wide interest are often left on the tables in each lounge, and posted on the bulletin board as well.

INFORMAL COMMUNICATION

> Informal communication flows primarily along channels defined by social relationships, and frequently emphasizes opinions and attitudes. More formal modes tend to impart information as their primary content. Facts may be distributed through the grapevine, if they have not yet been officially communicated. Furthermore, the informal structure tends to take over for more formal processes if information is incomplete, ambiguous, or incorrect, and when correct information reaches the wrong people at the wrong time. Additionally, "the inadequacies of formal communication are likely to be heightened during periods of anxiety and change" (Emery, 1975, p. 62-65).

These observations may be useful in evaluating current communication patterns within the Library, since the most widely used and heavily depended upon information system, according to the staff, is the informal personal network or "grapevine."

Information derived from these informal assocations is usually second-hand by nature, and tends to become further distorted as it travels from person to person. Although the "grapevine" is a vital information source in every organization, the Library's "grapevine" often contains information that does not belong in an informal setting, such as administrative decisions and confidential information.

Reliance on the "Grapevine"

Heavy reliance on the "grapevine" can be attributed to many factors. Some of these include:

1. Dependence on circulating memos to dispense and gather information. Memos and other written information are necessary, but are particularly prone to the style and time constraints of individual receivers. Memos are often held up amidst other written material on a desk. They are also subject to individual judgment as to who else should see some particular piece of information.
2. Oral information gathered at faculty, committee or other meetings, as well as through the "grapevine," is also prone to deficiencies in accurately transmitting it to others. Staff often rely upon a few select information sources and dispense information selectively as well.
3. Library-wide decision-making, policy, and programs are discussed at the Library faculty meetings. Some staff feel that the agenda and minutes of the Library faculty meetings are distributed too late for timely responses and/or reflection on issues discussed.
4. There are few meetings for Library personnel other than faculty. Support staff have fewer avenues by which they may air their perspectives, voice their concerns or find out about decisions that have impact upon their work--except through faculty meeting minutes or the Staff Representative. The effectiveness of the latter post as a liaison and voice for support staff has diminished over the years.

5. Paraprofessionals can attend the faculty meeting, and are voting members, but there are several reasons reported for low attendance:
    a. They do not feel that the topics discussed have any real relevance to their jobs, or are of concern to them.
    b. They often must fill in for the Library faculty when faculty attend such meetings.
    c. They feel that they do not have enough time to do their work, and that the Library faculty meetings are of low importance when setting work priorities.
6. The Library lacks standing committees for deliberation of key issues and the development of policy and practices for Library-wide needs. Instead, committees are often formed on an ad hoc basis. Because these committees sometimes suffer from the unavailability of certain types of information, they often lack some of the resources needed to make balanced decisions. Information pertaining to their subject matter needs to be collected and disseminated, and position papers may be needed to facilitate information input.
7. Another reason for reliance on the informal network is interpersonal differences among the staff. Staff tend to form networks based on "alliances" (both personal and professional) in which information is discussed only with certain individuals. This "us against them" frame of reference forms a closed loop, in which information is rarely disseminated to other staff... or is disseminated much later. The "grapevine" then becomes comprised not only of "gossip," but pertinent information which should be made available in a formal way. According to staff interviews, it appears that these tightly closed informal networks exist in and between departments as well as Library-wide. So, for a variety of reasons, individuals are unable or choose not to communicate with other appropriate members of the staff.
8. Polarization and, therefore, lack of communication between groups is perceived by many staff members to occur between:
    Professional and non-professional staff,
    Staff and management,
    Various departments and branches.

    A few staff members believe this polarization is non-existent. Most, however, experience it as especially distressing in terms of communication, because it causes further fragmentation within each group as a result of all the different possible combinations. For example, since some staff perceive polarization between the professional and non-professional staff, one might expect that each of the groups would be tightly knit within itself. However, the added factor of departmental polarization fragments the staff group even further. Recommendations need to be centered around an effort to reduce the gaps among all of these groups, as the success of one unification attempt depends upon another.
9. A significant group of staff feel that the Library Director does not always respond, or responds too slowly, to both written and oral communication attempts; and that he has been a major block to open communication. Other staff perceive him as having an open-door policy and being very responsive to their concerns.

IMPROVING COMMUNICATION

Training

Much of the communication beyond, as well as within, individual units is informal and sporadic. Library staff may wish to participate in training or workshops on establishing effective communication patterns. Managers and supervisors should especially be encouraged to develop skills as communication facilitators.

Organizational Structure

The Library's organizational structure will need to reflect the need for more efficient networks of communication. In addition to formal management networks and liaisons through which information can flow, committees comprised of various staff groups that span departmental and staff boundaries need to be formed to work on an on-going basis on various management concerns. Through such committee formations, and by including a wider staff constituency with specific charges, information will become not only clearer and more readily available but will rely on a wider base for the formulation of recommendations.

The organizational structure also needs to provide a formal network of communication channels so that information may travel up, across, and down to all members of the Library staff. It must provide a method through which both individuals and groups, based on their expertise and perspective in the Library structure, can evaluate decisions and planning programs, participate in solving problems that affect their jobs, and provide a means to make recommendations that might improve Library operations. In sum, the communication network must be comprised of systematic channels and liaisons through which individuals and groups can input, exchange, and receive information.

MANAGING CONFLICT AND CHANGE

Several specific recommendations have been made at the end of the Communication and Information Systems section in an effort to begin to better facilitate general communication among the various structural and functional groups of staff. However, the Task Force's paramount concern in regard to general communication has been the urgent need to move toward a healthy environment in which communication is candid and open and based on mutual trust, empathy, and shared responsibility.

Two factors have emerged repeatedly in staff comments and Task Force discussions as severe impediments to open communications:

1. The tendency in the Library not to deal openly and creatively with conflict.
2. A tendency to resist change in general, rather than evaluating each proposal on its own merits.

Conflict

Conflict needs to be managed. One step toward such management is to begin to try and understand others' perceptions and empathize with others' feelings. Conflict then is less likely to become personal and involve individual personalities.

Conflict management and issue-oriented problem-solving can increase morale, can contribute to a better understanding of others' perceptions, and even can create innovations and different methods for obtaining mutually acceptable work goals.

Change

The tendency to resist change is a universal one which affects all institutions to some degree. It becomes a critical problem, however, in a situation in which the institution must either change or accept serious diminution of its effectiveness.

In such a situation, an accessible communication network plays a vital role in informing staff of proposed changes, soliciting feedback, encouraging discussion among all levels of staff regarding these changes, and facilitating the participation of staff in institutional processes leading to change. If the staff is confident that their concerns and misgivings are being dealt with responsibly they can feel more comfortable with their changing environment and the role they will play in the future of the institution.

Open channels of communication facilitate change. Specific ways to implement or 'manage' change will need to be examined by the Library administration. A candid explanation of the need for various changes, and what such changes can expect to accomplish, will be one of the first ways that communication can begin to facilitate change.

RECOMMENDATIONS

An environment in which communication is candid, open, and based on mutual trust, empathy, and shared responsiblity must be established as a foundation for all other Library activity.

Staff reference points should be more inviting to use and more complete. Information that should be kept on file includes Library policy manuals, job specifications, policies, committee composition and minutes, recent UOP decisions, and a calendar of Library and University events and key dates.

Periodic staff 'idea exchanges' should be held. Such meetings should provide small generic groups of staff the opportunity to air their concerns and ideas, and reach consensus on policy and/or issues affecting their jobs. In addition, a staff suggestion box should be available.

A bi-weekly Library newsletter should be published which focuses on Library policy development, Library and departmental activities, meetings and workshops, etc.

A single staff lounge should be provided in the new facility, and if possible, be arranged in the present one.

The Library ought to explore the option of using professional facilitators with skills in communication to assist Library staff in establishing more effective and harmonious interpersonal relationships.

The Library administration should explore different ways of implementing (managing) change.

The role of the support staff representative should be strengthened, or a support staff body should be established, to keep support and technical staff informed of key developments and issues.

DRAFT for Library Cabinet / Approved

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Staff Development in SUL

The following proposal outlines current needs and existing programs in SUL. In each workshop, handouts will be provided so that by the end of the year each supervisor will have a notebook of pertinent information. The notebook can be updated by LPO as policies and/or procedures change during the year.

The Library Personnel Office staff are currently working on handouts to be given to applicants and supervisors explaining our procedures, regarding searches. We have also discussed the need for providing placement of materials on open shelving for staff to take on an as needed or interest only basis. Our information materials are currently in boxes and are not accessible to staff because of space problem. The materials include performance appraisal guidelines, work schedules and record keeping, reclassification guidelines, how to write resumes, benefits brochures, ASO brochures, etc.

PER has also agreed to do periodic workshops for LPO staff particularly in the area of policy interpretations, updates on new procedures and policies, and employee relations techniques. Our purpose here is to eliminate what appears to be a conflict in interpretations of policies by LPO and PER, and a method to upgrade our skills and knowledge in order to better serve the staff.

Career counseling, an activity which is sorely needed, is currently done weakly by the personnel officers and staff development coordinator. In order for this to become an effective on-going program we will need more training. Judy Moss, SU Staff Development Coordinator will assist us in accomplishing this goal.

The propsal which follows is an aggressive attempt to outline SUL needs. If a consensus is reached that the libraries should offer what is outlined, then further consideration regarding current LPO staffing, workflow, and funding will need to be worked out by LPO. The staff development budget for FY 81-82 is approximately $12,000. We have not been able to live within our budget over the past two years and I do not expect to be able to do so comfortably this year but somehow we must. The programs implemented FY 80-81 cost us about what our current level is for FY 81-82. I would expect that in order to fully implement this proposal, LPO staff will need at least one year of preparation time.

Portions of this proposal will be offered this year as they are already established. Schedules will be made available as soon as they are confirmed.

I have attached a copy of last years calendar for your information.

OUTLINE OF PROGRAMS

I. New Supervisors: Twice Per Year.

Session A: Employee Relations
Session B: Compensation, Employment, Classification
Session C: Performance Appraisals
Presented by LPO and SU Staff Development Personnel

II. Seasoned Supervisors: Offer any of the above on an as needed basis.

Presented by LPO and SU Staff Development Personnel

III. All Supervisors: Once Per Year (Interest Only)

Session A: Time Management in Libraries
Session B: Affirmative Action
Session C: How to Conduct Effective Meetings
D: Elements of Supervision
Presented by LPO, outside trainers and SU staff

IV. All Staff: Once Per Year or as needed.

Session A: Stress and Burnout
Session B: Time Management in Libraries for Clerical Staff
Session C: Statistical and Accounting Methods
Session D: Emergency Procedures and Health and Safety
Session E & F: Employee Relations and Benefits Overview
Presented by SU staff, ASO and outside trainers

V. Orientation: On-going.

Initial Orientation by LPO
SULSA Orientation
University Orientation
One Year After Orientation
Introductory Sessions by Departments, Branches, Units
Presented by LPO, SUS staff and SU staff

VI. Skills Training: On-going.

Presented by SUL staff and LPO staff

I. Supervisory Assistance for New Supervisors

The Library Personnel Office workshops should be expanded to offer detailed workshops for new and or inexperienced supervisors. This plan should incorporate both SUL staff, university personnel staff and LPO staff. The first session will focus primarily on how a new supervisor can successfully assume the role of supervisor in an established work group.

Session A

EMPLOYEE RELATIONS: Focus on supervisory expectations (both management and employee concerns). This session will include an overview of the role of the Employee Relations Department, the Ombudsman, the Help Center, the Legal Office, the Affirmative Action Office, the LPO and referrals to outside agencies. Additional discussion should incorporate communications between employee and supervisor, cross communications between units and departments, and cross communications up the lines (e.g. Directors).

An adjunct topic to communications skills on a working level should include an indepth session on how to work with problem employees.

1.) Restructuring work assignments.
2.) Staffing patterns (long and short range planning) including budget implications.

3.) Review periods--when, how, time frame, structure and expected results of the review.
4.) Grievnace procedures.

Staff development and training philosophy (university and library), policies and procedures, and equity within departments will be the final topic under Employee Relations.

Session A should be a half day session offered twice per year.

Session B

COMPENSATION: Explanation and discussion of the various salary structures for exempt, non-exempt and bargaining unit employees.

EMPLOYMENT: Explanation and discussion of the various policies and procedures related to employment. In addition detailed exercises in how to prepare time sheets, clarification of 4/10 and flexible scheduling, and detailed explanations on terms of employment.

CLASSIFICATION: Explanations on the philosophy of job classification, how pay range levels are established for job categories, how to prepare job descriptions and how to establish percentage of time.

Session B should be a half day workshop, conducted twice per year.

Session C

PERFORMANCE APPRAISAL WORKSHOP: Will include an agenda. Introduction, basic principles of performance communication, mutual goal setting, the libraries performance appraisal system, and using the principles--applications and formats. The session ends with a question and answer session.

Session C should be offered twice per year.

II. Supervisory Assistance for "Seasoned Supervisors"

Refresher workshops should be offered once per year, probably half day sessions. I propose that questionnaires (of a simple nature) be sent to these supervisors approximately 2-4 months in advance asking that they give us some ideas of the topics they'd like to have discussed. LPO would then design the sessions according to the needs of the managers. Offer as needed.

III. Supervisory Assistance for all supervisors who may be interested:

Session A: Time Management in Libraries
Session B: Affirmative Action Seminar
Session C: How to Conduct Effective Meetings

The above sessions should probably be done once per year or on an as needed basis. Implementation and design would take the same focus as II above.

The Affirmative Action seminars are offered throughout the year by the Affirmative Action officers and there may not be a need to have library sessions as we did last year. However, all supervisors new to SUL and/or those who did not participate in the library sessions offered last spring should be required to attend.

IV. All Staff Workshops and Seminars:

Session A: Stress and Burnout is currently being planned and is a leftover from the LPO series of last spring. This workshop will be presented in two parts as the name suggests. It is open to all staff and will be presented in December or January. We have asked staff via the Library Bulletin for their intent to participate. We hope to gear this workshop as much as possible toward library type issues for discussion, and demonstrations of and participation in relaxation techniques. Offer once per year or as needed.

Session B: Time Management in Libraries for clerical employees will be significantly different from the session offered to supervisory staff. The focus will be on how to juggle conflicting priorities effectively, living up to percentages outlined in job descriptions, methods for measuring productivity, etc. Offer once per year.

Session C: Statistical and Accounting workshops are currently being offered by the university. Many staff and supervisors in SUL have indicated a need for SUL to incorporate the university's session with our internal policies and procedures. Additionally practical information should be presented, such as exercises in invoice processing, forms preparation, and statistics. Offer twice per year.

Session D: Emergency Procedures and Health and Safety programs should be offered by SUL on a regular basis. Details still need to be worked out for this workshop. Potential topics may include discussion of the written procedure, intoduction of staff members who have been Red Cross trained and participation of university staff from the Health and Safety Office. This workshop will be done at least once this academic year.

Sessions E & F: Presentations by the Employee Relations and Benefits Departments on their activities, plus a question and answer period at the end of each session. Offer once a year.

V. Orientation:

Initial Orientation occurs on the first day of work. Violet Evatt has the new employee complete necessary paperwork and gives a brief overview of the following:

1. Salary structure, performance and salary review dates
2. Benefits--what's offered and where to go for counseling and more detailed information with respect to individual needs.
3. Provides information regarding time sheets and yearly leave.
4. Provides information regarding the university and library orientation programs.

In addition, Mrs. Evatt gives each new employee an orientation folder which contains an organization chart, information on the various SUL departments, library hours, a summary of benefits, information on work schedules, etc. The packet is currently being updated by the SULSA Orientation Committee, Linelle Russ and Joan Krasner. We would appreciate your suggestions.

SULSA Orientation Consists of short talks by the President of SULSA, SULA and the Library Personnel Office, slide tape presentation of SUL organization, a brief description of the libraries with photographs of the libraries and Head/Chief librarians. The orientation ends in a tour of the Green Library. These sessions are given once per month, by invitation to the employee and an announcement to the appropriate supervisor. Many employees never attend and in some cases are not encouraged by their supervisors to attend.

A follow-up tea is given every three months. All new employees who were oriented the three months preceeding the tea, the Directors, Department Chiefs and Branch Librarians are invited to attend.

University Orientation For new employees provides a brief overview of the history, purposes and organization of Stanford, the relationship between job classification and pay, employment practices and employee benefits. New staff should attend an orientation session during the first year or second week of employment. Sessions are scheduled every Tuesday, 9:00-11:00 a.m.

One year after Orientation Gives staff detailed information on a variety of topics after one year of employment, including benefits, a review of the job classification and pay plan regulations and an explanation of staff development programs. Sessions are held the first Wednesday of each month from 10:00 a.m. to 12:00 p.m. for exempt employees and 1:00-3:00 p.m. for non-exempt positions.

Introductory Sessions Each department/branch is scheduled once or twice per year (except Serials who does this more frequently) for a one-hour introduction of that unit. The information covered varies depending on that unit. However each presentation does incorporate explanations of the functions of the unit, introduction of personnel within the unit, and tours where appropriate. This has been quite a successful program and all comments received were extremely positive. We were able to average one per month from June 1980 through July 1981. The new series is currently being scheduled by Joan Krasner. There are over 30 areas in SUL, and if we are to cover each area there must be aggressive scheduling, and a more than moderate commitment on the part of the supervisors who present the sessions.

VI. Skills Training should be offered periodically by the various departments or units throughout SUL. Scheduling of these can be a joint effort between LPO and the departments involved. LPO recommends that at least one training session per year be done by each major department/unit.

Examples:

1) Filing Rules
2) Basic cataloging procedures
3) Searching procedures
4) Explanations and updates to various holdings records: RLIN, SULS, Shelflist etc.
5) The reference interview
6) New techniques in data base searching for public services staff
7) Basic reference tools
8) Interviewing skills for supervisors and staff

This type of training can be job specific and should be seen as a refresher to previous training and an update on existing skills.

Skills training could be further enhanced by the purchase of video equipment and tapes. A training center/classroom should be established and available to all staff who may wish to review the various tapes, etc. Many tapes and equipment related to supervisory skills can be borrowed from University Personnel. The libraries would not necessarily need or want to duplicate these, but certainly should invest in the purchase of materials related to libraries.

The University of Connecticut and the University of Michigan have training tapes and have successfully video taped the staff while doing a training session so that they can be viewed later, on an as needed basis.

Job specific training should be done by departmental/unit supervisors and should be on-going. Initial training on new hires should be completed within the first six months of employment. There after goals should be established and frequently reviewed by managers and employees for successful completion prior to the next performance appraisal cycle.

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UNIVERSITY LIBRARY
UNIVERSITY OF CALIFORNIA
RIVERSIDE, CALIF.

March 27, 1980
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ADMINISTRATIVE MEMORANDUM NO. 46(A)

CROSS TRAINING IN THE UCR LIBRARY

A Proposal for Inter-Departmental Understanding In The Library

I. GOAL.

To provide a much greater understanding of all library operations for staff and academic employees through inter-departmental training, workshops, and other informational meetings and publications.

II. OBJECTIVES.

A. Establish a formal cross training program between departments of the library that will provide for an understanding of the processes and procedures of one department by an employee of another department.

B. Establish a formal training workshop program that will provide for a descriptive explanation of the operation, policies, and procedures of various library departments for workshop participants.

C. Identify and make available, a comprehensive list of informational meetings, lectures, tours, audio/visual presentations, and documents concerning the operation of the various library departments and their interrelationships in regard to the library mission.

III. PROGRAM.

The library encourages employees to understand the working interrelationships among departments so that they may develop a greater degree of competence and expertise in their own individual assignments. Such understanding and skill development will enhance an employee's ability to perform and thus enhance the goals and objectives of the Library as a whole.

A. Cross training from one department to another will be administered as follows:

1. A request for inter-departmental training may be initiated by either an employee or a department head. Any employee requesting such training must first obtain approval from his/her department head. An employee development plan is not required for such training.

2. A department head requests through the Library Personnel Officer to the University Librarian that cross training between departments take place. Such cross training may involve one or more employees going to another department to train and work. A "swaping" of one or more employees; a tour; a workshop; or an overtime situation.

3. The request for cross training would include:
   - a. Individuals involved and statement of objectives.
   - b. Specific skills and concepts to be learned.
   - c. Specific time schedule during which training will take place.
   - d. Type of cross training most appropriate for the objectives stated.
   - e. Method of evaluation to determine skill attainment and completion of objectives.

4. Once approved, arrangements to train or "swap" employees from one department to another shall be left to the discretion of the respective department heads.

5. Upon completion of the project, a joint evaluation of the training program and its outcome shall be prepared in brief and submitted to the University Librarian.

6. Appropriate certification shall be placed in the affected employee(s)' personnel file(s).

   Note: Cross training within departments (intra-departmental) will be the responsibility and at the discretion of the respective Department Heads. Employees are encouraged to participate in the intra-departmental training and development activities whenever possible.

B. Cross Training Workshops

1. The Library Personnel Office shall be responsible for sponsoring periodic training workshops to better inform interested staff of the operations within the various Library departments.

2. The Library Personnel shall establish a schedule for workshops and coordinate with Library departments to develop presentations concerning their areas.

3. Staff will be invited to attend workshops and requested to sign up through the Library Personnel Office.

4. Certification of completion will be awarded each participant and a copy shall be filed in their respective personnel files.

C. Identification of available training tools on Library operations.

1. The Library Personnel Office shall be responsible for compiling and updating on a monthly basis the available information and informational meetings which would extend greater understanding of the comprehensive Library operation.

2. A list of information and sources shall be made available to all interested Library employees.

3. When available, copies of documents will be placed on a reading shelf for employee development for all interested staff.

4. Items of information and informational meetings shall include but not be limited to:

   a. LAUC-R Speaker Series
   b. Information/Update Forum
   c. Library Tape-Tour
   d. Library Slide-Tape presentations
   e. Guest speakers
   f. Departmental Procedures Manuals
   g. Library Administration Reading Shelf

University of California, Riverside
University Library

March 27, 1980
ADMINISTRATIVE MEMORANDUM NO. 46(A) Revised: March 9, 1983

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1. A request for inter-departmental training may be initiated by either an employee or a department head. Any employee requesting such training must first obtain approval from his/her department head. An employee development plan is not required for such training. A preliminary discussion of acceptable arrangements between department heads should take place prior to any formal arrangements.

2. A department head requests through the Library Personnel Officer to the University Librarian that cross training between departments take place. Such cross training may involve one or more employees going to another department to train and work; a "swapping" of one or more employees; a tour; or a workshop.

3. The request for cross training would include:

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    c. Library Slide-Tape presentations.
    d. Guest speakers.
    e. Departmental Procedures Manuals.
    f. Library Administration Reading Shelf.

SECTION IV

RESOURCES FOR STAFF DEVELOPMENT

This section contains three items. The first is a selected bibliography of literature on staff development and topics related to staff development. The focus is on library applications, and the bibliography is intended for staff development officers and others working in the area.

The second item is a list of resouces available in one ARL library for staff members. Frequently, staff members are not aware of the full range of materials available to them, and therefore do not take advantage of opportunities. Staff development committees often find that publicizing available events and resources is one of their chief tasks. Special lists, newsletter announcements, bulletin boards, and other means of advertising are popular ways of reaching all staff members.

An important issue in formulating staff development programs and opportunities is that of individual versus organizational responsibility. A list from M.I.T. illustrates how one library has indicated both organizational and individual responsibilities for development to staff members. The list includes identification of the university's resources as well, and names publications that are related to staff development activities.

SELECTED BIBLIOGRAPHY ON STAFF DEVELOPMENT

This bibliography of library-related staff development literature emphasizes publications issued since 1975, "classics" in the staff development field and items of special importance for research libraries. Most aspects of staff development programs are included; however, particular topics such as interviewing are not emphasized except as they pertain directly to the development of staff. For an extensive resource list on personnel topics, see Sheila Creth and Fred Duda, *Personnel Administration in Libraries* (New York, 1981) pp. 291-322.

I. General Publications

Ackerman, Page. "Governance and Academic Libraries," *Library Research* 2 (Spring 1980-81) 3-28.
A major overview of current management of human resources in academic libraries; describes trends in reorganization, use of group processes and management skills training.

American Library Association. Library Administration and Management Association. *Staff Development: Back to Basics*. Chicago, 1980.

________. ________. Personnel Administration Section. Staff Development Committee. *Staff Development in Libraries: a directory of organizations and activities with a staff development bibliography*. Chicago, 1978.

Byam, Milton S. "Consulting in Staff Development," *Library Trends* 28 (Winter, 1980), 399-409.
Considers seven areas of staff development: organizational rules and regulations; the hiring process; orientation programs; training programs; performance evaluation; promotion, transfer and salary increases; and staff separation.

Conroy, Barbara. "The Human Element: Staff development in the electronic library," *Drexel Library Quarterly* 17 (Fall, 1981) 91-106.
Describes staff development as a key to effective transition to and operation of new library systems, noting that systematic development of staff can help preserve organizational stability during periods of change.

________. *Library Staff Development Profile Pages: a guide and workbook for library self assessment and planning*. Tabernash, CO, the author, 1979.
Provides forms and step-by-step advice on reviewing staff development efforts and improving programs or instituting new ones.

Creth, Sheila, and F. Duda, eds. *Personnel Administration in Libraries.* New York, Neal-Schuman, 1981.
A collection of seven original essays that includes discussions of staff development and continuing education, and performance appraisal.

Evans, G. Edward. Management Techniques for Librarians. New York, Academic Press, 1976.
Evans' chapter on personnel programs covers a wide range of staff development topics.

Harrington, J. "Human relations in Management During Periods of Economic Uncertainty," Drexel Library Quarterly 17 (Spring, 1981) 16-26.
The central dilemma confronting organizations during periods of economic uncertainty is the necessity to make sure the organization survives while continuing to meet the needs of an increasingly individualistic work force. The author shows how corporations reconcile these conflicting demands and notes that information organizations can follow their example by providing developmental activities for employees.

Kellogg, Marion S. Putting Management Theories to Work. Rev. ed. Englewood Cliffs, N.J., Prentice Hall, 1979.
Intended to assist practitioners in bridging the gaps between theory and practice.

Killian, Ray. Human Resource Management: An ROI Approach. New York, AMACOM, 1976.
A nontechnical approach to human resource management. Killian's premise is that maximizing return on investment (ROI) in people depends on how managers perceive and deal with employees.

Martin, Murray S. Issues in Personnel Management. Greenwich, CT, JAI Press, 1981.
Shows how social science research results can assist personnel management.

Miller, Harry G. The Adult Educator: a Handbook for Staff Development by Harry G. Miller and John R. Verdun, Jr. Houston, Gulf Publishing Co., 1979.

Noble, Valerie, ed. A Librarian's Guide to Personal Development. Special Libraries Association Bibliography series, #7. New York, 1980.

Pedolsky, Andrea, ed. In-house Training and Development Programs. 1st ed. Detroit, Gale Research, 1981.
Includes profiles of 25 companies' in-house programs, a directory of organizations offering in-house programs, a list of training and development films, videotapes and distributors, lists of organizations, associations, publishers, and other resources.

Penland, Patrick. "Staff Development System," in Patrick Penland and A. Mathai. The Library as a Learning Service Center. Marcel Dekker, 1978.
One chapter in a book on librarianship as a helping profession. Penland recommends that training programs be established to focus on this view of the library and librarians' roles.

Van Zant, Nancy. Personnel Practices in Libraries. New York, Neal-Schuman, 1980.
A compilation of personnel policies from public and academic libraries. Also includes the results of the author's survey on personnel policies and trends.

Webster, Duane. "Managing the College and University Library," pp. 83-95 in Martha Boaz, ed., *Current Concepts in Library Management*. Littleton CO, Libraries Unlimited, 1979.
Contains a section describing trends in human resource development.

II. Classics of Personnel and Management Literature

Agryris, Chris, and Donald A. Schon. *Theory in Practice: increasing professional effectiveness*. San Francisco, Jossey-Bass, 1974.
An analysis of professional education and the process of acquiring new knowledge. The concern is with replacing competitive or wary behavior with openness and trust. Agryris also has written *Organizational Learning: a theory of action perspective.* (Reading, MA, Addison Wesley, 1978) and *Integrating the Individual and the Organization*. (New York, Wiley, 1964), which presents an analysis of human problems within organizations and the theoretical bases for organizational change.

Herzberg, Frederick. *Work and the Nature of Man*. Cleveland, World Publishing Co., 1966.
Following up on his earlier work, *The Motivation to Work* (1960), Herzberg focuses on workers' attitudes toward their jobs. This book contains the initial statement of his motivation-hygiene theory which is the basis for interest in job enrichment.

Knowles, Malcolm S. *The Modern Practice of Adult Education: andragogy vs. pedagogy*. New York, Association Press, 1980.
Knowles' premise is that adult learners differ from young people, and he details principles and techniques that have been effective in adult education programs. See also his *The Adult Learner: A Neglected Species* (2d ed., 1978).

Likert, Rensis. *Human organization: Its Management and Values*. New York, McGraw-Hill, 1967.
A study of human resource development, based largely on small group interaction and upon managers. Likert's premise is that organizational success may be achieved through encouraging interaction among supervisors and employees.

McGregor, Douglas *The Human Side of Enterprise*. New York, McGraw-Hill, 1967.
The classic of modern management in which McGregor sets forth his Theory X and Theory Y polarization. For additional McGregor thoughts, see his "An Uneasy Look at Performance Appraisal," *Harvard Business Review* 50 (September-October, 1972) 133-138. Also, see Donald J. Morton, "Applying Theory Y to library management,:" *College and Research Libraries* 36 (July, 1975) 302-307.

Nadler, Leonard. *Developing Human Resources*. Houston, TX, Gulf Publishing Co, 1970.
A pioneering work in human resource development. Nadler describes the differences between training, education, and development, and examines the roles of HRD professionals as learning specialists, administrators and consultants.

III. Training

American Library Association. Reference and Adult Services Division. "Online Training Sessions: Suggested Guidelines." *RQ* Summer, 1981, pp. 353-357.

American Society for Training and Development. *Training and Development Handbook*. 2d ed., New York, McGraw-Hill Book Co., 1976.
Prepared by more than 50 specialists in training methods for business and industry, this book covers advances in instruction, methods for determining training needs, and the measurement of results. There are chapters on behavioral sciences influences on training, and computer-assisted instruction.

Bartlett, C.J. "Equal Employment Issues in Training." *Public Personnel Management* 8 (Nov-Dec 1979) 398-406.
Notes that fair employment legislation may be applied to training programs, especially through the selection process guidelines. Urges development of training standards and self-regulation.

Davis, Larry Nolan, and Earl McCallon. *Workshops*. Austin, TX, Learning Concepts, 1976.
Includes material applicable to staff development and in-service education as well as workshop organization, conduct, and evaluation.

Donaldson, Les and Edward E. Scannell. *Human Resource Development: the new trainer's guide*. Reading, MA., Addison-Wesley, 1978.
A how-to book on developing and conducting training programs.

Hogan, Sharon A. "Training and Education of Library Instruction Librarians." *Library Trends* 29 (Summer, 1980) 105-126.
Appraises the current trends in training for bibliographic instruction. Both continuing education efforts and library education programs are considered.

Laird, Dugan. *Approaches to Training and Development*. Reading, MA, Addison-Wesley, 1978.
A basic text.

Montgomery, A.G. "Full-time Training Position in Acquisitions." *Library Acquisitions* 4 (1980) 101-104.
Describes Cornell University's efforts to relieve senior staff of training responsibilities.

Ricking, Myrl and Robert Edmond Booth. *Personnel Utilization in Libraries: A Systems Approach*. Chicago, ALA, 1974.
Prepared for the Illinois Task Analysis Project, this study was designed to relate work performed in libraries to the kind of training required for library positions. In effect, the authors apply functional job analysis to libraries.

Sauer, Stephen F., and Ronald E. Holland. *Planning In-House Training: A Personal System With an Organizational Perspective*. Austin, TX, Learning Concepts, 1981.
Describes a planning process that can be applied to learning programs and provides material to allow trainers to assess their own skills development.

Warncke, Ruth. Planning Library Workshops and Institutes. (Public Library Reporter series) Chicago, ALA, 1976.
Written especially for librarians, this manual covers plannning, producing and evaluating training events.

IV. Career Development

Dalton, Gene W, Paul H. Thompson, and Raymond L. Price. "The Four Stages of Professional Careers--A New Look at Performance by Professionals." Organizational Dynamics 6 (Summer, 1977) 19-42.
Explains a four-stage model of professional career development that includes roles as an apprentice, colleague, mentor and sponsor.

Hoban, M.R. "Activist's Approach to Continuing Education for Special Librarians." Special Libraries 70 (November, 1979) 471-478
Discusses formulation of individual plans for career growth and designing a professional development program to acquire the needed competencies.

Dagnese, Joseph M. "Employment of Professionals in Support Positions: A Symposium." Journal of Academic Librarianship 3 (January 1978) 320-327.
Addresses an issue institutions frequently face during period of high unemployment. Comments by a library educator, an administrator and several librarians are included.

Jenkins, D.L., and others. "Research Development of Academic Librarians: One University's Approach," Journal of Academic Librarianship 7 (May, 1981) 83-86. "Discussion," 7 (September, 1981) 235+.

Kaufman, H.G. Obsolescence and Professional Career Development. New York, AMACOM, 1974.
A guide to defining and treating the problems of obsolescence. Techniques of career stimulation and development are described.

Ring, D.F. "Profesional Development Leave as a Stepping Stone to Faculty Status," Journal of Academic Librarianship 4 (March, 1978) 19-20.
A brief description of the Oakland University experience with providing research leave for professional librarians.

Roseman, Edward. Confronting Nonpromotability: How to Manage a Stalled Career. New York AMACOM, 1977.
A section for employees discusses adaptation and career planning; a manager's section gives advice on appraising, counseling and motivating employees. See also his Managing Employee Turnover (N.Y., Amacom, 1981),

Schein, Edgar H. Career Dynamics: Matching Individual and Organizational Needs. Reading, MA, Addison-Wesley, 1978.
Schein focuses on the interaction of individual and organization over time, advocating a career development perspective which includes analysis of individual development and the implications for human resource planning and development.

V. Performance Appraisal

American Library Association. Library Administration and Management Association. *Personnel Performance Appraisal; A Guide for Libraries and a Bibliography*. Chicago, 1979.

Berkner, Dimity S. "Library Staff Development Through Performance Appraisal," *College and Research Libraries* 40 (July, 1979) 335-344.
Argues for using performance evaluation as a means of improving staff expertise and motivation Discussion of types and uses of performance appraisal, and arguments for and against its use are included.

Ellison, John W. and Deborah B. Lazeration. "Personnel Accountability Form for Academic Reference Librarians: A Model." *RQ* 16 (Winter 1976) 142-148.
Presents a format for annual planning and review of professional activities.

Gardner, Jeffrey J., "Performance Evaluation in Libraries," in R. Kay Maloney, ed., *Personnel Development in Libraries*. New Brunswick, N.J., Graduate School of Library Science, Rutgers University, 1976.

Hilton, Robert C. "Performing Evaluation of Library Personnel." *Special Libraries* 69 (November, 1978) 429-434.
A review of general management literature that relates to personnel evaluation.

Kroll, H. Rebecca. "Beyond Evaluation: Performance Appraisal as a Planning and Motivational Tool in Research Libraries," *Journal of Academic Librarianship* 9 (March, 1983) 27-32.
Discusses types of professional evaluations and relates the performance appraisal process to long-range planning and employee motivation.

Lefton, Robert E., et. al. *Effective Motivation Through Performance Appraisal*. N.Y., Wiley, 1977.
Analyzes behavior patterns in the appraisal process and presents guidelines for improving appraisal techniques.

Martin, J.A. "Staff Evaluation of Supervisors," *Special Libraries* 70 (January, 1979) 26-29.
Details the results of an experiment involving subordinates' evaluations of supervisors.

Person, Roland. "Library Faculty Evaluation: An Idea Whose Time Continues to Come," *Journal of Academic Librarianship* 5 (July, 1979) 142-147.
Describes evaluation systems at several ARL libraries. Person emphasizes the need to both evaluate and develop faculty and to encourage self-evaluation.

VI. Continuing Education

American Library Association. Young Adult Services Division. Cheap CE. Chicago, YASD, 1982.

Brahm, Walter. "The Continuing Education Bandwagon," American Libraries 6 (May, 1975) 288-289.

Brahm takes on the "sacred cow" of continuing education, reminding readers of the need to analyze CE efforts carefully.

Conroy, Barbara. Library Staff Development and Continuing Education: Principles and Practices. Littleton, Co., Libraries Unlimited, 1978.

Provides information on the development, organization and evaluation of staff development and continuing education programs.

Continuing Library Education Network and Exchange.
Concept Papers: Washington, D.C., CLENE.
1. Woolls, Blanche. Developing continuing education learning materials (1976)
2. Washtien. Joe. A guide for planning and teaching continuing education courses. (1975).
3. Sheldon, Brooke E. Planning and evaluating library training programs. (1976)
4. Knox, Alan B. Helping adults to learn. (1976)
5. Virgo, Julie, et. al. Continuing library education needs assessment and model programs.
6. Nelson, James A. Recognition for your continuing education accomplishments. (1979)
7. Weibel, Kathleen. Planning coordinated systems of continuing library education: A workbook and discussion guide. (1982).

Dowell, David R. "The Role of the Supervisor in Training and Developing Staff." p. 57-68 in Rolland E. Stevens, ed., Supervision of Employees in Libraries, 27th Allerton Park Institute, 1978. Urbana-Champaign, Graduate School of Library Science, University of Illinois, 1979.

Dowell believes that staffing and training are the two most important elements in successful supervision. However, he also specifies that it is essential to relate staff training and development to work assignments.

Houle, Cyril O. Continuing Learning in the Professions. San Francisco, Jossey-Bass, 1980.

Houle includes librarians among the professions described in this book. One focus is upon the influence of continuing education on the quality of professional service. See also his The Design Of Education. (San Francisco, 1972.)

Kaske, Neal K. "Continuing Professional Education for Librarians: Can We Tell the Good From the Bad?" California Librarian 38 (July, 1977) 22-28.

Knox, Alan Boyd. Adult development and learning. San Francisco, Jossey-Bass, 1977.

_________. *Developing, administering and evaluating adult education*. San Francisco, Jossey-Bass, 1980.

_________., ed. *New directions for continuing education.* San Francisco, Jossey-Bass, 1979.

_________. *Teaching adults effectively*. San Francisco, Jossey-Bass, 1980.

LeBreton, Preston, et.al. *The Evaluation of Continuing Education for Professionals: A Systems View*. Seattle, Washington, University of Washington, 1979.

See the essays by V.E. Buck, "Toward Professionals Managing Professionals: A Case Study of Career Development for Women Librarians, pp. 197-21, and Peter Hiatt, "Impact of Continuing Education on Library Change,"pp. 357-368.

Martell, Charles and Richard M. Dougherty. "The Role of Continuing Education and Training in Human Resources Development: An Administrator's Viewpoint." *Journal of Academic Librarianship* 4 (July, 1978) 151-155.

Neal, J.G. "Continuing Education: Attitudes and Experiences of the Academic Librarian." *College and Research Libraries* 41 (March, 1980) 128-133.

Snyder, Carolyn A. and Nancy P. Sanders. "Continuing Education and Staff Development: Needs Assessment, Comprehensive Program Planning and Evaluation." *Journal of Academic Librarianship* 4 (July, 1978) 144-150.

Stieg, M. "Continuing Education and the Reference Librarian in the Academic and Research Library," *Library Journal* 105 (Dec. 15, 1980) 2547-2551. "Discussion" 106 (Feb. 15, 1980) 394; 106 (March 1, 1980) 483; 106 (April 1, 1980) 691.

Reviews reference librarians' need for and reaction to educational activities. The tension between emphasis on technical knowledge and on liberal education is discussed.

Stone, Elizabeth W. "Continuing Education for Librarians in the United States." *Advances in Librarianship* 8 (1978) 241-331.

_________, Eileen Sheahan, and Katherine J. Harig. *Model Continuing Education Recognition System in Library and Information Science*. Munchen, Saur Verlag, 1979.

Report of a demonstration project resulting from a statement of continuing education problems in the NCLIS report on continuing education. The purposes of the project were to develop a recognition system for those participating in CE activitiy, and a prototype home study course.

VII. Special Topics

Interviewing

American Library Association. Library Administration and Management Association. Economic Status, Welfare and Fringe Benefits Committee. *A Discussion and Annotated Bibliography on the Selection Interview*. Chicago, 1981.

Creth, Sheila. "Conducting an Effective Employment Interview," Journal of Academic Librarianship 5 (November, 1978) 361-365.

A guide for preparing for and conducting interivews with job applicants. Including information on legal requirements.

Peele, David. "Fear in the Library," Journal of Academic Librarianship 4 (November 1978) 361-365.

Draws on the works of Richard Fear and Felix Lopez on the topic of interviewing. The prediction value of interviews, and legal questions are addressed.

"Personnel Recruitment and Selection in the 1980's," Drexel Library Quarterly 17 (3) 1981. Entire issue.

Paraprofessional Employees

Evans, C.W. "Evolution of Paraprofessional Library Employees," Advances in Librarianship 9 (1979) 63-101.

An overview of the evoution of paraprofessionals' roles in libraries. Includes sections on the Library Education and Personnel Utilization Policy and on library technology training programs.

Mugnier, Charlotte. Paraprofessional and the Professional Job Structure. Chicago, ALA, 1980.

Based on the author's thesis. A survey of the experiences of 11 metropolitan area libraries with paraprofessionals.

Staff Exchange Programs

Dougherty, Phyllis. "Interdepartmental Swap-off by the Buddy System: Report of a Staff Exchange Program," pp. 365-369 in New Horizons for Academic Libraries. Munchen, Saur Verlag, 1979.

Reports the results of an experiment in random pairing of individuals to exchange jobs for a three-month period.

Participative Management

Marchant, Maurice P. Participative Management in Academic Libraries. Westport, CT, Greenwood Press, 1976.

A revision of the author's dissertation, this research study uses the Likert scale to related leadership style to staff satisfaction. Results indicated that management style affects some organizational behavior patterns: staff morale, quality of decisions, accuracy of upward communication, staff-administrator relations, acceptance of library goals, and quality control. See also his "Participative Management, Job Satisfaction and Service," Library Journal 107 (April 15, 1982) 782-84.

Job Design

Hackman, J. Richard and Greg R. Oldham. Work Redesign. Reading, MA, Addison-Wesley, 1980.

The authors examine job redesign as a strategy for personal and organizational change.

Martell, Charles. "Improving the Effectiveness of Libraries Through Improvements in the Quality of Working Life," *College and Research Libraries* 42 (September, 1981) 435-446.

Martell notes that staff development and job redesign have not been connected in library literature. However, both can contribute significantly to constructive change in libraries.

Martell, Charles, and Herbert F. Johnson, "QWL Strategies: Investing in People," *Journal of Academic Librarianship* 9 (March, 1983) 33-35.

The first in a series of case studies on quality of work life (QWL) programs. This case deals with restructuring technical services at Emory University Library.

Martell, Charles, and Mercedes Untawale, "Work Enrichment in Academic Libraries," *Journal of Academic Librarianship* 8 (Janu[illegible] 1983) 339-43.

Musmann, K. "Socio-technical Theory and Job Design in Libraries." *College and Research Libraries* 39 (January, 1978) 20-28.

Shaughnessy, T.W. "Redesigning Library Jobs." *American Society of Information Science Journal* 29 (July, 1978) 187-190.

Equal Employment Opportunity

Myers, Margaret. "Equal Employment Opportunity issues and Staff Development. *Journal of Library Administration* 1 (Summer, 1980) 39-46.

Myers urges libraries to establish a strong relationship between staff development and the requirements of equal opportunity. Suggestions for assuring that staff development efforts meet the criteria for EEO and affirmative action are given.

VIII. OMS STAFF DEVELOPMENT PUBLICATIONS

Association of Research Libraries. Office of Management Studies. Systems and Procedures Exchange Center. SPEC Kits and Flyers:

#40 Skills Training. January, 1978.
Contains documents from ARL libraries illustrating manuals procedures, trainers' guides and training program materials. Also, a listing of training materials gathered during the September, 1977 survey on this topic.

#45 The Changing Role of Personnel Officers. June, 1978.
Contains documents on changes in personnel functions, selection and performance evaluation processes and programs, and staff development and training programs.

#50 Fringe Benefits. January, 1979.
Provides examples of 31 ARL libraries' fringe benefit programs, general and sabbatical leave policies, and university education programs.

#51 Professional Development. February, 1979.
Includes documents on professional development programs, research, publication, consulting and travel. Also presents results from a survey of 91 ARL libraries.

#53 Performance Appraisal. April, 1979.
Contains six documents on performance appraisal forms, policies and procedures, four documents on evaluation of supervisors, two documents on training supervisors in performance methodology, and one document on planning a performance appraisal system.

#55 Internal Communication: Staff and Supervisory Roles.
July, 1979.
The second of a series on communication, this kit offers documents on the use of groups for communication and planning, communications skills as a performance requirement, and documents describing training programs.

#61 Status of Librarians: An Overview. February, 1980.
Contains documents on appointment, promotion and tenure, internal structures for ranking, and two samples of library faculty by-laws.

#67 Affirmative Action Programs. September, 1980.
Reviews recent changes in AA progrms, with documents from ARL libraries consisting of policy statements on affirmative action and equal employment opportunity.

#75 Staff Development, June 1981.
Focuses on programs and activities designed to provide general skills training for work in a library. The kit includes individual library documents describing policies and plans, examples of needs assessments, program descriptions, evaluation tools, schedules and calendars, and examples of specific activities.

#78 Recruitment and Selection Procedures. October 1981.
This kit includes policies and procedures statements for recruitment and selection of staff, forms used for job descriptions, vacancy announcements, statements of qualifications, and criteria for selection, interview schedules and other forms. Two training documents also are included.

#79 Internships and Job Exchanges. November-December, 1981.
This kit contains 16 documents on internship programs and 11 on staff exchange programs.

#86 Professional Development. July-August, 1982.
The kit contains four comprehensive professional development policies, nine research and study policies, four consulting statements, and 13 examples of travel policies.

__________. __________. and McGill University Libraries. *Staff Performance Evaluation Program at the McGill University Libraries*: A program description of a goal-based performance evaluation process with accompanying supervisor's manual. Washington, D.C., 1976.

Report of the OMS-McGill University project to develop performance evaluation and supervisory training programs.

Booz, Allen and Hamilton, Inc. *Organization and Staffing of the Libraries of Columbia University: a case study.* Sponsored by the Association of Research Libraries in cooperation with the American Council on Education under a grant from the Council on Library Resources, Inc. Westport, Conn., Redgrave Information Resources Corp., 1973.

A study conducted to evaluate and strengthen the Columbia libraries and to serve as a prototype for guidance for improving other university libraries. Chapters on the recommended staffing plan and approaches to management and professional activities are useful in staff development work.

Euster, Joanne R. "Changing Patterns in Internal Communication in Large Academic Libraries," *Occasional Paper* no. 6, Office of Management Studies, Association of Research Libraries. Washington, D.C., October, 1981.

Analyzes the ways in which some ARL members have studied their internal communication needs, formulated recommendations and implemented the recommendations. Describes and categorizes the types of communications policies used, and also the ways in which communication concerns relate to organizational development and library management.

Yarbrough, Larry N. "Performance Appraisal in Academic and Research Libraries," *ARL Management Supplement* 3. Washington, D.C., ARL, May, 1975.

A description of performance appraisal programs and trends among ARL member libraries, with sections on the purposes, content and process of appraisal.

IX. Journals and Serials

American Society for Training and Development. *Training Resources. Buyers' Guide,* 1977- Madison, WI, ASTD.

CLENE Communicator. Washington, D.C., Continuing Library Education Network and Exchange.

Human Resources Management. Ann Arbor, MI, University of Michigan Graduate School of Business Administration.

LAMA Newsletter. Library Administration and Management Association, American Library Association. Chicago.

Personnel: The Management of People at Work. New York, AMACOM, 1923-

The Personnel Administrator. Berea, OH, American Society for Personnel Administration.

Personnel Journal. Costa Mesa, CA, Personnel Journal.

Public Personnel Management. Washington, D.C., International Personnel Managment Assn., 1940-

Supervision: The Magazine of Industrial Relations and Operating Management. Burlington, IA, National Research Bureau, Inc., 1939-

Supervisory Management. N.Y., AMACOM, 1955-

Training: The Magazine of Human Resources Development. Minneapolis, MN, Lakewood Publications, 1964-

Training and Development Journal. Madison, WI, ASTD, 1945-

Yearbook of Continuing and Adult Education. Chicago, Marquis Academic Media, 1975/76-

June 26, 1981

MEMO

TO: Library Managers

RE: Staff Development Materials

The attached revised list of materials currently available in the Library for staff development purposes has been prepared by Denise Dixson in cooperation with me. Please review this list carefully and share it with your staff in order to be familiar with materials that are available for orientation and training.

The appropriateness of materials will depend on the duties people are assigned although staff may benefit from general knowledge about a topic for which they do not have specific responsibilities. For instance, a staff member may not work directly with the OCLC system but would benefit from a general understanding of OCLC. Therefore, the videotape "The Electronic Library: Cooperation through Computers" would be useful. Some materials will be appropriate to use for all staff shortly after employment such as the slide-tape show "Introduction to the University of Connecticut Library" and the videotape "The University of Connecticut and Its Library - The First 100 Years".

The materials available on Library departments will also prove useful for staff who need to be informed (or who are curious about the Library organization) of the activities of other units. These presentations may be particularly helpful prior to new staff meeting with a department head or departmental staff in order to have a better grasp of departmental activities.

It is hoped that these materials will be used throughout the orientation and training of new staff but that they will also be seen as benefical for staff throughout their employment as their assignments and responsibilities change.

If you have questions regarding any of these materials, or wish assistance in integrating the use of audio-visual materials into your training for new staff, please contact me.

Sheila Creth
Assistant Director

Attachment

UNIVERSITY OF CONNECTICUT LIBRARY

Staff Development Materials

Table of Contents

Anglo-American Cataloging Rules, 2nd Edition	1
Bibliographic Tools and Resources	2
Communication and Related Topics	4
Libraries and Technology	6
Management/Supervision	8
Microfilm	10
The University Library - Departments	11
The University Library - History	12
The University Library - Other	12

ANGLO-AMERICAN CATALOGING RULES, 2nd EDITION (AACR2)

GENERAL INTRODUCTION TO AACR2

An overview of AACR2. Its whys and wherefores, with particular emphasis on the major changes and the library patron. Speaker: Richard Schimmelpfeng.
VIDEOCASSETTE VIDEO LIBRARY 40 min. COLOR

LEVEL I, SESSION 1 & 2: FORM OF ENTRY

These two sessions present information for staff who consult catalog records and bibliographic tools to locate monographic or serial items in AACR2 form. The training illustrates by specific examples changes in the form of different kinds of entries resulting from the implementation of the new cataloging rules and LC interpretation.
Speakers: Joan Jensen and Eva Lederer.
AUDIOCASSETTE AUDIO LIBRARY 90 min.

LEVEL I, SESSION 3: AACR2 and the OCLC SYSTEM

Explanastin of how to assess AACR2 bibliographic records and LC name authority records in the OCLC system, and how to interpret these records.
Speaker: Nancy Orth.
AUDIOCASETTE AUDIO LIBRARY 90 min.

LEVEL II, SESSIONS 1 & 2: DESCRIPTIVE CATALOGING, AND CHOICE AND FORM OF ENTRY

Required for all staff who create or are responsible for a record which appears in the public catalog or in the serials list. Instruction incorporates decisions made with regard to interpretation of AACR2 rules. Speaker: Joanne Palko
AUDIOCASSETTE AUDIO LIBRARY 120 min.

LEVEL II, SESSION 3: AUTHORITY WORK

Session defines authority work and explain objectives of authority work. Forms used in authority work at the UCONN Library will be provided and their use illustrated. Speaker: Hazel Bass
AUDIOCASSETTE AUDIO LIBRARY 90 min.

LEVEL II, SESSION 4: AACR2 and the OCLC SYSTEM

Session includes a detailed explanation from point of view of interpretation and creation of machine readable AACR2 records, of the new fields, subfields, and fixed field codes in the various formats. Speaker: Cynthia Stansfield
AUDIOCASSETTE AUDIO LIBRARY 90 min.

BIBLIOGRAPHIC TOOLS AND RESOURCES

THE CARD SET (see FROM SHELF TO SHELF)

South Central Research Library Council. Presentation on the components and purpose of cards in a card set. The video presentation is accompanied by a self-instructional workbook which can be used by each person viewing the videotape. Recommend for staff who will be working with library materials and in particular the public catalog.
VIDEOCASSETTE VIDEO LIBRARY Z 695 F76 17 min. B&W

GOVERNMENT PUBLICATIONS IN THE UNIVERSITY LIBRARY

Presentation given by the University of Connecticut Library Government Publications Department. It describes several governmental agencies and the material they put out.
VIDEOCASSETTE VIDEO LIBRARY 17 min. B&W

A GUIDE TO PSYCHOLOGICAL ABSTRACTS

American Psychological Association. Explains how to understand the make-up of this library reference tool.
SLIDE/TAPE AUDIO LIBRARY 13 min. COLOR

AN INTRODUCTION TO THE SOCIAL SCIENCES CITATION INDEX

Institute for Scientific Information. Explains how to use this reference tool for journal literature which was designed to meet the special needs of social sciences researchers.
SLIDE/TAPE AUDIO LIBRARY SLIDE KIT Z 7161 I57 35 min. COLOR

LOCATING TECHNICAL TRANSLATIONS

MIT Barker Engineering Library. This presentation provides information on finding translations of technical articles. Recommended use with staff performing searches of this type of library material.
VIDEOCASSETTE VIDEO LIBRARY 17 min. B&W

REFERENCE PUBLICATIONS IN THE UNIVERSITY LIBRARY

Linda Polcari, reference librarian, explains the use of the various indices within the University of Connecticut Reference Department.
VIDEOCASSETTE VIDEO LIBRARY 40 min. B&W

THE UNIT CARD (see FROM SHELF TO SHELF)

South Central Research Library Council. Presentation of components of a catalog card. The video presentation is accompanied by a self-instructional workbook which can be used by each person viewing the videotape. Recommend for staff who will be working with library materials and in particular the public catalog.
VIDEOCASSETTE VIDEO LIBRARY Z 695 F76 15 min. B&W

COMMUNICATION AND RELATED TOPICS

THE ART OF LISTENING

C.W.P. Co. This tape on listening skills focuses on difficulties of listening as well as specific skills needed to be a good listener. It contains examples and several exercises on listening skills. Even though the beginning of the tape focuses on the importance of managers being good listeners and uses management and industry settings for the exercises, this tape contains very useful information for anyone on staff.

AUDIOCASSETTE AUDIO LIBRARY BF 20 4 cassettes

HOW TO TALK ABOUT YOUR TROUBLES

Orval Hebart Mowrer. Jeffrey Norton Publishers. Admission of past wrongs to the significant people in one's life is presented as a basic therapeutic approach. Emphasis is placed on the relation of anxiety to guilt rather than to impulse.

AUDIOCASSETTE AUDIO LIBRARY BF 637 Ps M68 37 min.

MEMORY

C.W.P. Co. How to advance yourself socially and in business by developing a good memory.

AUDIOCASSETTE AUDIO LIBRARY BF 21 4 cassettes

MOTIVATION AND LEARNING

W.J. McKeachie. McGraw-Hill Sound Seminars. Presentation of the relationship between motivation and learning and how this affects the teaching process. Concepts are applicable to a training environment and the material is useful to staff involved in planning and conducting training and bibliographic instruction.

AUDIOCASSETTE AUDIO LIBRARY LB 1051 M28 30 min.

(Also the Library has the following book by Wilber J. McKeachie. Teaching Tips for the Beginning College Teacher. LB 1738 M25 1965
Several sections of this book might prove useful to staff involved in training and bibliographic instruction.)

SPEAK UP. SKILLS OF COMMUNICATION

Center for the Humanities. By becoming more aware of your oral communication, you can take the best of the written process and mix it with your speaking. Program explains how to order your thoughts, state them clearly, and how to convey what you want to convey to your listeners. Geared toward the student, this slide sound program contains valuable tips for staff faced with oral presentations.

SLIDE/TAPE AUDIO LIBRARY SLIDE KIT PN 4121 S64 42 min. COLOR

WHEN I SAY NO, I FEEL GUILTY

Manuel J. Smith. Pacifica Tape Library. An interview with Smith, author of "When I Say No, I Feel Guilty." Included are sample confrontations showing how to avoid playing manipulation games.
AUDIOCASSETTE AUDIO LIBRARY BF 575 A85 S632 50 min.

LIBRARIES AND TECHNOLOGY

THE ELECTRONIC LIBRARY: COOPERATION THROUGH COMPUTERS

Ohio Dominican College. This tape provides a good general introduction to OCLC for staff who will be involved in processing or searching or who simply would like more information about OCLC, Inc.
VIDEOCASSETTE VIDEO LIBRARY Z 699 .4 03 E4 25 min. B&W

FINDING INFORMATION IN THE OCLC SYSTEM

Kent State University Libraries.
Part I of the presentation demonstrates the method for bibliographic searching by title, or author-title, on the OCLC system.
Part II demonstrates searching by author.
VIDEOCASSETTE VIDEO LIBRARY Z 699 .4 03 F56 32 min. B&W

HOME DELIVERY OF LIBRARY SERVICES

Presentation by Tom Harnish given March 19th, 1981 at the University Library. Over the past few years OCLC Inc., under Harnish's direction, has been experimenting with various aspects of the delivery of information to people in their homes through the use of interactive television connections. OCLC Inc.'s work in this area has been both innovative and interesting and has many implications for how libraries may operate in the future.
AUDIOCASSETTE AUDIO LIBRARY 60 min.

LIBRARY AUTOMATION AND NETWORKS SPEAKER SERIES

A series of presentations given at the University Library during a period from January to May, 1980.

BASIC PRINCIPLES OF COMPUTERS. Speaker: Bernard Schlessinger, Dean, Graduate Library School, University of Rhode Island.
VIDEOCASSETTE AUDIO LIBRARY 85 min.

LIBRARY AUTOMATION AND LIBRARY SERVICES: AN HISTORICAL PERSPECTIVE. Speaker is Norman Stevens, University Librarian, University Library, Storrs, CT.
AUDIOCASSETTE AUDIO LIBRARY 2 hours

NATIONAL NETWORK ACTIVITIES. Speaker: Joseph F. Boykin, Jr., Librarian, University of North Carolina-Charlotte; President, OCLC Users Council.
VIDEOCASSETTE VIDEO LIBRARY COLOR

PRESENT AND FUTURE NETWORK TECHNOLOGY. Speaker: William Basinski, Assistant Director for Systems, NELINET.
VIDEOCASSETTE VIDEO LIBRARY COLOR

THE ROLE OF THE STATE AND MULTI-STATE NETWORK. Speaker: John Linford, Executive Director, NELINET.
VIDEOCASSETTE AUDIO LIBRARY 80 min.

TECHNOLOGY IN LIBRARIES

Presentation by Richard Boss, Management Consultant, Information Systems Consultants, Inc. Given April 12, 1979 at the University Library. Boss speaks on the topic of new technology and its long term impact on academic-research libraries. He reviews new developments in technology and their possible applications in a library service and processing environment.
AUDIOCASSETTE AUDIO LIBRARY 2 hours 5 min.

MANAGEMENT/SUPERVISION

FUNDAMENTALS OF MODERN PERSONNEL MANAGEMENT

American Management Associations. This self-instructional, loose-leaf, book provides a comprehensive presentation of all facets of personnel management with a primary focus on effective development of human resources.
Access: Sheila Creth, Library Administrative Offices.

GUIDELINES FOR STUDENT SUPERVISORS

Meeting which focused on policies and procedures affecting student employment. Covered are information for keeping student employee payroll records, filling out student timecards, and keeping financial records. Given May 14, 1980 at the University Library. Handout included.
AUDIOCASSETTE   AUDIO LIBRARY   3 hours   33 min.

HOW TO DEVELOP AND CONDUCT SUCCESSFUL IN-COMPANY TRAINING PROGRAMS

Dartnell Publishing Co. This self-instructional, loose-leaf, book provides indepth information on planning for on-the-job training.
Access: Sheila Creth, Library Administrative Offices.

THE HOW-TO DRUCKER: A PRACTICING MANAGER'S DAY TO DAY GUIDE

Peter F. Drucker. AMACOM. A program consisting of 8 audio cassettes and guide. Drucker gives practical tips on putting new life, new opportunities and new triumphs into your job. The topics covered include: What is effective performance? The art of being a good superior. How to manage your boss. How to be effective with your peers. Management basics, and other topics.
AUDIOCASSETTE   AUDIO LIBRARY   HF 5549 D78   8 tapes, 45 min. each

HOW TO REVIEW AND EVALUATE EMPLOYEE PERFORMANCE

New Appraisal Techniques for Better Motivation. This self-instructional, loose-leaf book provides an overview of performance appraisal including such topics as: Defining the Job and Its Requirements, Preparing for the Annual Interview, and Conducting the Interview. Guides and case studies are also included.
Access: Sheila Creth, Library Administrative Offices.

THE SELECTION INTERVIEW

Raymond F. Valentine. AMACON. Provides a guide to interviewing potential employees. Contains excerpts from five diverse selection interviews.
AUDIOCASSETTE   AUDIO LIBRARY   HF 5549 .5 I6 V34   60 min.

Management/Supervision con't.

TRAINING FOR PRODUCTIVITY

American Management Associations. This self-instructional, loose-leaf, book provides a comprehensive overview of training of adults in a work environment.
Access: Sheila Creth, Library Administrative Offices.

FIFTH ANNUAL LIBRARY MICROFORM CONFERENCE. NOVEMBER 1-2, 1979

Park Plaza Hotel, Boston, MA. Sponsored by the Micropublishing Committee, RTSD - American Library Association, and the Microform Review.

CREATING A MICROPUBLISHING PROJECT: COMMERCIAL AND NON-COMMERCIAL PERSPECTIVES. Description of the elements of a micropublishing project from its inception to its after-sale service requirements. Speakers: Stevens Rice, Vice-President, University Microfilms International, and Naomi Ronen, Harvard Law School Library Microfiche Project.
AUDIOCASSETTE AUDIO LIBRARY 90 min.

THE FUTURE OF MICROFORMS IN THE COLLEGE AND UNIVERSITY LIBRARY. A general session devoted to projecting the role microforms will have in libraries over the next twenty years. Speakers: Hendrik Edelmen, Director, Rutgers University Library, and Evan Farber, Director, Earlham College Library.
AUDIOCASSETTE AUDIO LIBRARY 35 min.

GUIDELINES FOR HANDLING MICROFORMS AT A UNIVERSITY LIBRARY: THE YALE UNIVERSITY DECISION. Speakers: Robert Balay, Head Librarian, Reference Department, Yale University; Robert Holley, Assistant Head to the Librarian, Catalogue Department, Yale University, Elizabeth Patterson, Senior Reference Librarian, Microtext Collection, Yale University; Susan Steinberg, American and Commonwealth Studies Bibliographer, Yale University. A discussion of the Yale University Library System's decision and one year analysis to formulate guidelines for the handling of microforms, followed by discussions on four aspects of the guidelines: Selection and Acausition; Bibliographic Control; Handling and Storage; and Relations with Micropublishers.
AUDIOCASSETTE AUDIO LIBRARY 107 min.

MAJOR MICROPUBLISHING PROGRAMS OF THE UNITED STATES GOVERNMENT. The virtues and problems in dealing with several government agencies are detailed. Speaker: Nancy M. Cline, Documents Librarian, Pennsylvania State University, and representatives of several U.S. government agencies.
AUDIOCASSETTE AUDIO LIBRARY 95 min.

MICROPUBLISHING AND THE ART LIBRARY. Perspectives of the art librarian and micropublisher on the use of microforms in the art library. Speakers: Evelyn Samuel, Director of the Library, New York University Institute of Fine Arts; Charles Chadwyck-Healy, Managing Director, Chadwyck-Healy Ltd.; Wendy Strothman, Editor University of Chicago Press.
AUDIOCASSETTE AUDIO LIBRARY 60 min.

GOLDSMITH-KRESS LIBRARY OF ECONOMIC LITERATURE; MICROFILM COLLECTION

April 6, 1978. Speaker: Kenneth Carpenter, Curator, Kress Library of Business and Economics, Baker Library, Harvard University. Carpenter speaks on this microfilm collection that constitutes a major research source for all social scientists and historians, as well as for economists.
AUDIOCASSETTE AUDIO LIBRARY 90 min.

THE UNIVERSITY LIBRARY

DEPARTMENTS

THE AUDIO-VIDEO LIBRARIES

An interview with Marian Rollin, department head, on the services and facilities of the Audio and Video Libraries.
AUDIOCASSETTE   AUDIO LIBRARY   30 min.
VIDEOCASSETTE   VIDEO LIBRARY   30 min.   B&W

AUDIO VISUAL EQUIPMENT IN THE AUDIO LIBRARY

Explanation of the kinds of AV equipment available in the Audio Library. The operation, proper care, handling, and safety when using equipment is discussed.
SLIDE/TAPE   AUDIO LIBRARY   9 min.   COLOR

CIRCULATION DEPARTMENT

Presentation that shows a typical working day in the Circulation Department. Staff members answer patron questions concerning library cards, finding lost material, how to use the card catalog, overdue notices, and other problems encountered during a working day.
VIDEOCASSETTE   VIDEO LIBRARY   15 min.   B&W

A DAY IN THE LIFE OF L.O.I.S.

Humorous introduction to the workings and duties of the Library Orientation and Instructional Services department.
SLIDE/TAPE   AUDIO LIBRARY   10 min.   COLOR

DEWEY DECIMATED: OR KEEPING UP WITH THE CHANGES

This program, done by the Cataloging department, focuses on how the Library of Congress policies affect the card catalog and catalogers. A brief historical background of LC, as well as the advent of AACR2 are covered.
SLIDE/TAPE   AUDIO LIBRARY   30 min.   COLOR

GOVERNMENT PUBLICATIONS IN THE UNIVERSITY LIBRARY

Presentation given by Government Publications department. It describes several governmental agencies and the materials they issue.
VIDEOCASSETTE   VIDEO LIBRARY   17 min.   B&W

REFERENCE PUBLICATIONS IN THE UNIVERSITY LIBRARY

Linda Polcari, reference librarian, explains the use of the various indices within the Reference department.
VIDEOCASSETTE VIDEO LIBRARY 40 min. B&W

HISTORY

A MOVING EXPERIENCE: WILBUR CROSS LIBRARY TO UNIVERSITY LIBRARY, OCT.-NOV. 1978

University of Connecticut Library Orientation Committee. A sound slide program of the task of moving a library. Set against a lively musical background the new library is shown under construction while movers and staff work to get settled in new surroundings.
SLIDE/TAPE ADUIO LIBRARY 5 min. COLOR

THE UNIVERSITY OF CONNECTICUT AND ITS LIBRARY - THE FIRST 100 YEARS

Presentation by Albert E. Waugh, Provost Emeritus, University of Connecticut, on the historical background of the University and the Library.
VIDEOCASSETTE AUDIO LIBRARY

OTHER

INTRODUCTION TO THE UNIVERSITY OF CONNECTICUT LIBRARY

This brief introduction to Library services has been developed by the LOIS department to be used for freshman orientation. New staff, though, will also find it a helpful way to gain a general understanding of the Library.
SLIDE/TAPE AUDIO LIBRARY 10 min. COLOR

THE PROFESSIONAL SERVICE RECORD FORM

Discussion of how to complete the professional service record form for university librarians.
AUDIOCASSETTE AUDIO LIBRARY 60 min.

STAFF DEVELOPMENT IN THE M.I.T. LIBRARIES AND AT M.I.T.

A Resource List--November 1981

I. What the Individual Can Do

- Identify counterparts with whom to share information
- Visit other libraries
- Use library periodical literature acquired by Libraries (some routed to staff)
- Use other library literature acquired by Libraries
- Seek a mentor
- Join professional organizations
- Research and publish
- Propose individual projects

II. What the Libraries Offer*

- Orientation
- Committee participation
- In-service training
- Career counseling
  - Supervisors, peers
  - Consultation, evaluation
    - Formal (performance evaluation)
    - Informal
- Job notices
  - Librarian and support staff opening routings
  - External librarian vacancy notebook (Humanities Library)
- Library Staff Association
- Independent Activities Period (IAP)
  - Library offerings
- Support to attend meetings
  - Time provided
  - Some registration, travel expense
- Boston Library Consortium programs
- Leaves of absence
- Meetings
  - Departmental
  - Librarian and/or support staff
- Publications
  - Library periodical routing
  - Library science materials
  - Committee minutes, reports routing
  - Industrial Relations Collection
  - Procedures manuals
  - *Library Notes*
  - *Librarian Staff Handbook* (in press)
- Workshops and programs
  - e.g., AACR2, Security, Performance Evaluation

III. What M.I.T. Offers*

- Orientation
- Committee participation
- Career counseling
  - Career Planning and Placement Office (12-170)
  - Office of Preprofessional Advising and Education (7-102)
  - Sociologists, psychologists, psychiatrists, social workers
- Job notices
  - *Tech Talk*
  - Women's Kiosk (Building 7 Lobby)
  - Office of Personnel Services (E19)
  - Offices of Special Assistants to President (10-215, 10-211)
- Independent Activities Period (IAP)
- Tuition Assistance Plan
- Leaves of absence
- Publications
  - *Tech Talk*
  - *Personnel Policy Manual*
  - *Policies and Procedures*
  - *Career Assistance for Employees*
  - *Personnel Development Programs at M.I.T. 1981-82*
- Workshops and programs (varying sponsors)
  - e.g., Supervisory Development Program, Administrative Development Program, many others (see *Personnel Development Programs at M.I.T.*)

*For details of eligibility, etc., consult supervisor and/or Administrative Officer.